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ABSTRACT

This document contains five issues of the Michigan Business Education Association (MBEA) Today newsletter. In addition to news items and conference announcements, each issue contains several articles that cover concerns in business education. Issue 1 includes "A Program for Changing Times" (Hunter, Sullivan); "State Update" (Berry); and "A Primer on State Funding" (Berry, Remp). In issue 2 are "Total Quality Management (TQM): Part I. Attitudes and Quality of Work" (Slywka); "Issues in Elementary Keyboarding" (Withee); and "Michigan's Directions in Employment Development: Creating a Human Investment System." The third issue includes "The Advent of the Executive Workstation" (Allaire, Cimo); "Moving toward Technology Education and the Business Education Cluster" (Pettaway, LaCross); and "Elementary Keyboarding" (Remp). Articles in issue 4 are "Shorthand--Has Its Death Been Exaggerated?" (Kocar, Hoffman); "KICK (Keyboarding Instruction on Computers for Kids) Leads to Good Keyboarding Skills for Kids" (Turner); "Herzog System of Keyboarding" (Lewis); and "Philosophy and Program Goal of Business Services and Technology." The fifth issue includes "Motivation and the Adult Learner--Together They Equal Success" (Allred); "Cooperative Learning Groups: Realistic Teaching Strategy" (Swartz); "The Herzog System of Keyboarding: Part II" (Lewis); and "TQM: Part II. A Challenge for Today's Educators" (Slywaka). (NLA)

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MBEA Today

Volume LV

Issues 1-5

September 1989-May 1990

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MBEA Today

The Official Publication of the
Michigan Business Education Association

Volume LV Issue 1
September 1989

Dates to Remember

MBEA FALL REGIONAL CONFERENCES (Additional information on page 3 of this issue):

September 29, 1989 . . . Region I: Upper Peninsula

October 13, 1989 . . . Region II: Northern Lower Michigan

October 20, 1989 . . . Region IV: Southeast Michigan

October 27, 1989 . . . Region III: Southwest Michigan

November 4, 1989 . . . Region V: Wayne County

ADDITIONAL DATES

September 22-23, 1989 . . . MBEA Executive Board Meeting, Battle Creek, MI

October, 1989 . . . Regional Leadership Conference, Business Professionals of America Contact: Pat Pearson (1-800-VSO-MICH)

October, 1989 . . . Business Teachers Club of Metro Detroit Fall Dinner Meeting, Detroit, MI Contact: B. Jean Hester (313-849-4758)

October 5-6, 1989 . . . Consumer Educators of Michigan Annual Conference, Ypsilanti, MI Contact: Tim Schilling (313-487-2071)

October 24, 1989 . . . Economics Teaching Conference, Lansing, MI Contact: Tim Schilling (313-487-2071)

November 8-10, 1989 . . . MOEA Conference, Lansing, MI MBEA Contact: Sue Maxam (517-887-3016)

CONVENTION CORNER

Charting Directions for the Nineties
52d Annual Convention
March 29-31, 1990
Battle Creek, Michigan

GET YOUR TRAVEL REQUEST IN EARLY!

Corner continued on page 2

PRESIDENT'S MESSAGE

by Mary F. Robek, MBEA President

As I accept the challenge and honor of serving as your President, I have ambivalent feelings of optimism and despair. I am optimistic because our membership is not adverse to trying new things, such as joining MOEA, but I also recognize the lack of definition in business education programs and loss of business education programs in the public education sector at a time when the knowledges and skills we teach continue to be sorely needed in the marketplace and are being taught at the post-secondary levels.

I am pleased with the number of members we have representing post-secondary business education, but I cannot help but feel that our secondary students are being shortchanged by not having the opportunities for business education at the formative time of their lives. Our business education programs have traditionally been designed to encompass basic business, economic education, college preparation, and vocational education. We have stressed initial job preparation, but perhaps we are remiss in the areas of communication—reading, writing, speaking, listening—and computing.

I am concerned that the number of secondary school business educators who hold membership in MBEA seems to be decreasing. Perhaps your biggest contribution to the organization this year can be to share this issue with your co-workers who are not members and urge them to join.

Message continued on page 6

A Program for Changing Times

by Joyce Hunter and Linda Sullivan
Huron High School, Ann Arbor

In the most recent Policies Commission statement, "This We Believe About the Promotion of Business Education," business educators are encouraged to "plan and implement promotional programs that are designed to inform students, parents, policymakers, and other members of the community regarding the importance of business education" (**Business Education Forum**, 1988). In the last three years, the Business Education Department at Huron High School in Ann Arbor has already implemented many of the strategies suggested in the Policies Commission's statements.

Like many other school districts in Michigan, we have been affected by the back-to-basics movement, increased academic requirements, and business education's lack of image and identity among administrators and counselors. We realized that "times are a-changing," and we either needed to change along with them or be left behind.

As a result, we began a program of collaboration to build a strong, credible curriculum and a promotional campaign to inform counselors, administrators, parents, and students that we have something to offer all students, college-bound or those entering the world of work.

Collaboration

It has been important to meet with professors at the universities to discuss course content. By doing this, we have found it necessary to make additions and revisions to our course offerings. We feel this will help give validity to

Program continued on page 10

Michigan Business Education Association Board Members 1989-90

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Office Administration and
Business Education Department
Northern Michigan University
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Vice President for Membership and
N-CBEA Representative
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Jenison, MI 49428
Helene L. Zimmerman, Past President
Administrative Services
Grawn 308
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Grayling High School
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Grayling, MI 49738
Charlotte Wasnich
K-12 Southwest—Region III
Union City High School
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Union City, MI 49094
Mary F. Skinner
K-12 Southeast—Region IV
Chippewa Valley High School
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K-12 Wayne County—Region V
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Janice Waring
Private Business School
Ross Business Institute
20820 Greenfield
Oak Park, MI 48237
(313) 967-6200
B. Jean Hester
Business Teachers Club of
Metropolitan Detroit
Western High School
1500 Scotten
Detroit, MI 48209
(313) 849-4758
Judith K. Berry
Business Education Consultant
(and Sharon Pickens, Secretary)
Vocational Technical Education Service
Department of Education
P. O. Box 30009
Lansing, MI 48909
(517) 335-0368

CORNER . . . continued

52nd Annual Convention
March 29-31, 1990
Stouffer Battle Creek Hotel

$72 - single occupancy
$82 - double, triple, quad occupancy
$10 - rollaway per night

$25 - MBEA member registration fee
(estimated at this time)

For convention information, contact:
Dr. Carol A. Johnson
Office Administration and
Business Education Department
Northern Michigan University
Marquette, MI 49855
(906) 227-2900

Watch for updates of convention information in this corner.

Golden Achievement Award for Betty Dugan

Former MBEA President Betty Dugan, although retired from some of her previous activities, has not been inactive. She has initiated an award-winning retiree newsletter, "Bloomfield Hills Encore."

"Last Fall I thought it a good idea to contact ALL retirees of the Bloomfield Hills Schools, and so I started with about one-half of the necessary names and current addresses. Also in this issue I solicited a name for the periodical. The response was great! The newsletter reached everyone just before Christmas and that meant many retirees were able to contact former employees by sending Christmas cards.

"As a result of that first edition, we won a 1989 Golden Achievement Award from National School Public Relations Association as exemplary public relations. This was a personal honor as well as an achievement for the Bloomfield Hills School District."

ISSN 0892-9831

CHANGE OF ADDRESS: To ensure receipt of all MBEA mailings, please notify Mary H. Pettaway, MBEA Vice President for Membership, 19767 Cranbrook #211, Detroit, MI 48221.

REMOVAL OF NAME FROM MAILING LIST: Occasionally MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway.

PUBLICATION INFORMATION

Editor: Dr. Ann M. Remp, MBEA Vice President for Publications, 1988-1991

Publications Consultant: Professor David K. Gore, Eastern Michigan University, Ypsilanti, MI 48197

MBEA Today is a publication of the Michigan Business Education Association. It is published five times each academic year. The publication subscription is included as part of benefits with MBEA membership dues. Distribution is only to active MBEA members. Volume LIV (September, 1988, to May, 1989) is available through ERIC Document Service: CE 052436. Volume LIV of **MBEA Today** is currently indexed in the **Business Education Index**.

Submit articles of 750 to 1,250 words following the **Publication Manual of the American Psychological Association** for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, December 1 for February, and March 15 for May.

1989 MBEA REGIONAL FALL CONFERENCE SCHEDULE

Members whose dues for the July 1, 1989-June 30, 1990 year are current attend the conference as a membership benefit. A charge is made for the luncheon as indicated. Others who wish to attend the Fall Conferences must pay the MBEA membership fee. A membership form is published in this issue. Because of the early publication deadline, some information is not yet available. Watch for additional mailings on the Fall Conferences.

REGION:	I Upper Peninsula	II Northern Lower Michigan	III Southwest Lower Michigan	IV Southeast Lower Michigan	V Wayne County
DATE:	Friday, September 29, 1989	Friday, October 13, 1989	Friday, October 27, 1989	Friday, October 20, 1989	Saturday, November 4, 1989
LOCATION:	Holiday Inn Marquette, MI	Central Michigan University Mt. Pleasant, MI	Kellogg Community College Battle Creek, MI	Oakland County Community College Royal Oak, MI	Detroit College of Business Detroit, MI
CHAIRPERSONS:	Arlene Vlahos and Jane Blomquist	Gayle Prause, Joy Hasselbring, and Darryl Peterson	Jane Hoelscher and Charlotte Wasnich	Jim Dresbach and Mary F. Skinner	Lilly Kelly Hall and Yvonne Snowden
PHONE:	1-906-827-3598 (Home) 1-906-988-2365 (Work)	1-517-348-5945 (Home) 1-517-348-3736 (Work)	1-616-963-0476 (Home) 1-616-965-3931 (Work)	1-313-777-3659 (Home) 1-313-286-0260 (Work)	1-313-354-8009 (Home) 1-313-863-6300 (Work)
CONFERENCE THEME:	Training for Success in the 1990's	To be announced	Job Readiness/ Basic Skills	HELP: Happening for Educational Leaders and Partners	Business and Marketing Education: Soaring to New Heights in the '90s
SELECTED SESSIONS:	Training for Success Restructuring of Business Education Programs	Updates on BE Certification and Curriculum Tips from Recipients of MBEA's Master Teaching Award	State Update Teaching Word Processing from the Simple to the Complex: Prof. Write 2.0, Displaywrite 4, Word Perfect 5.0.	State Update 2+2 Programs Business Partnerships Computer Networking	General Session Two interest sessions selected from five topics
MBEA REPRESENTATIVE:	Arlene Vlahos	Gayle Prause	Charlotte Wasnich	Mary F. Skinner	Lilly Kelly Hall
LUNCHEON COST:	$8	Yes. To be announced	$8	$12	Complements of Detroit College of Business, but pre-registration is required for lunch.
SEND PRE-REGISTRATION MATERIALS TO:	Arlene Vlahos Box 97 Bruce Crossing, MI 49912	Gayle Prause Rt. 2, Box 25-RT Grayling, MI 49738	Jane Hoelscher Kellogg Community College 450 North Avenue Battle Creek, MI 49017	Mary F. Skinner Chippewa Valley High School 18300 19 Mile Road Mt. Clemens, MI 48044	JoAnn Johnson 3011 Northwestern Detroit, MI 48206

MOEA Report

By Mary F. Robek

Editor's Note: This is the first MOEA report following the May 24, 1989, affiliation between MBEA and MOEA. Mary F. Robek and Darryl Peterson are presently representing MBEA at MOEA.

Mary Robek, MBEA President, represented MBEA at the Board of Directors Meeting of MOEA at the 1989 MOEA Summer Planning Retreat held at Sugar Loaf Resort, July 20-21, 1989. Darryl Peterson, MBEA Vice President for Business and Finance, attended the Assembly of Delegates as our first representative.

We now have 24 MBEA members listed as belonging to MOEA. Since we are entitled to one delegate for each 100 members, we expect the number of delegates to increase as MBEA members affiliate with MOEA. (You will see the MOEA affiliation option on the MBEA membership form published in this issue.)

MOEA President Bernie Stankewicz kept the meeting moving with many announcements: MOEA membership as of June 30, 1989, was 1,974. The MOEA office will move to 530 West Ionia, Lansing, MI 49333, on July 31. The next Delegate Assembly will be held in conjunction with the MOEA Conference on November 10. A 1990 Planning Retreat is scheduled for July 19-20, 1990. A SUPER Conference is being planned for August, 1991, with Department of Education support. Each affiliate, including MBEA, could plan as much of a program as the affiliate could handle.

The 1990 Legislative Brunch is scheduled for May 10. Of the 706 in attendance this year, 27 were senators and 66 were representatives. Their staffs of 60 and 120 respectively also attended.

MOEA's Legislative Committee continues to be concerned with HR-7, state aid, school finance reform, and educational partnerships. HR-7 is the federal vocational education legislation, "Applied Technology Education Amendments of 1989," which is intended to change the Carl Perkins legislation covering current vocational funding. HR-7 has not yet been acted upon.

Several constitutional amendments were passed providing for vote by proxy and specifying that delegates must be members in good standing of MOEA. The number of meetings for the Assembly of Delegates includes one at the time of the conference and others at the call of the Executive Committee, Board of Directors, or Assembly of Delegates, or at the request of at least three affiliate governing boards.

Dues changes included raising student MOEA membership dues from $1 to $5, and raising paraprofessional/teacher aide fees from $2 to $10. The two affiliates which include members who pay "administrator" dues of $125 or $250 are MCVA (Michigan Council of Vocational Administrators) and MAASA (Michigan Association of Area School Administrators).

MOEA members who are also members of the American Vocational Association and willing to serve as delegates to the AVA Convention in Orlando in December were requested to notify the Executive Director (if they were already planning to attend). A reminder that AVA has some teaching awards for which affiliates should make nominations was also made.

Nominations for the offices of President Elect and Treasurer will be made for next year's election.

Both delegates were impressed with the meetings, the people, and the facilities. We look forward to a mutually beneficial relationship.

MOEA Conference Includes Business Education

The MOEA Conference will be held at the Clarion in Lansing, November 8-10, 1989. Friday, November 10, has been designated, "Teacher's Day." Susan Maxam, Hill Academic and Vocational Center, is representing MBEA on the Planning Committee. Two sessions are allowed for each affiliate. The business education sessions will be as follows:

A.M. Session:

Clustering in Area Skills Centers
Dennis McInnis, Jackson Area Career Center; Nancy Wilson, Capital Area Career Center

Clustering in the Comprehensive High Schools
Claudia Fernandiz, Mt. Clemens; Evelyn VanveLarre, Galesburg-Augusta Community Schools

P.M. Session:

Revitalizing Business Education in Michigan
Judith K. Berry, Business Education Consultant, Vocational Technical Education Service, Michigan Department of Education

Please check the times in your MOEA publications. You may wish to attend other sessions as well.

Business Teachers Club of Metropolitan Detroit Elects Officers

MBEA extends its congratulations to the new officers of the Business Teachers Club of Metropolitan Detroit (BTCMD). Elected at the Spring Dinner meeting of BTCMD on May 12 at Mercy College were:

Dr. Reva Gibson, President
Delmar Harkenrider, Treasurer
Cleola Maxwell, Secretary

BTCMD is affiliated with MBEA and B. Jean Hester serves as its representative on the MBEA Executive Board.

NBEA Names New Executive Director

The Executive Board of the National Business Education Association has named Janet M. Treichel to serve as Executive Director of the 17,000-member organization headquartered in Reston, Virginia. Dr. Treichel, who is presently Technical Director for the Department of the Navy's Occupational Development and Analysis Center, assumes her new position on July 17.

According to Dr. Lloyd W. Bartholome, NBEA President, "Dr. Treichel has the experience and leadership together with a strong background in business education that will provide the Association with new directions and strengths to benefit its members." The nation's largest professional organization devoted exclusively to serving business education, NBEA is composed of business teachers, administrators, supervisors, teacher educators, and college and university students planning to become business teachers.

Dr. Treichel, who resides in Herndon, Virginia, majored in business education at Eastern Illinois University, Charleston, where she earned both a B.S. and M.S. in Education. She was awarded an Ed.D. in Vocational Education from the University of Illinois, Urbana. In addition to her position with the Navy, Dr. Treichel presently serves as an adjunct professor at George Mason University in Fairfax, Virginia, where

NBEA continued on page 11

MBEA Participates in First Ever Joint Conference on Teaching Economics

For the first time, several different subject matter organizations are going to co-sponsor and endorse a state-wide workshop on the teaching of economics. The Michigan Business Education Association, Michigan Council for the Social Studies, and the Michigan Economic Education Council will be involved in the event, scheduled for October 24, 1989, in Lansing. The Michigan Economic Education Council will be responsible for organizing the program which will emphasize ways of integrating economics and economic topics into a wide variety of classrooms. For more information, contact Tim Schilling at the Michigan Economic Education Council at (313) 487-2071.

THE BUSINESS EDUCATION TECHNICAL COMMITTEE

A technical committee has been appointed by Judith Berry, Michigan's Business Education Consultant. The charge to the committee is to work with the state consultant and advise Ferris State University, which was awarded the Curriculum Project Grant by VTES in June, 1989. The Technical Committee is to review the level of knowledge and skills needed for entry, retention, and advancement in the area of business education in the State; determine goals and philosophy for courses and occupational program clusters; and recommend curricular areas that require development, review, and/or updating.

The Committee is composed of representatives from business/industry, labor, general education instructors, vocational students, curriculum consultants, instructors, and teacher educators. To date, the Committee has reviewed and approved a philosophy for Business Education. Also the Committee has reviewed a draft of the modules with topics for the new Business Education Curriculum in Michigan. The titles and content of the modules are not for publication at this time.

The members of the Business Education Technical Committee and the areas each represents are: Area Career Centers: Harry Plouff (Mt. Pleasant Public Schools); Business and Industry: Karen Hosey (South-Western Publishing Company), Barbara Atkins (PICA, Inc.), Peter Nagourney (Advanced Center for Technology Training), and James Smith (Supervisory and Management Training); Comprehensive High School: Judith M. Johnson (Clare High School) and Joyce Crutchfield (Kettering High School); Curriculum Specialist: Susan Maxam (Hill Vocational Education Center); General Education: Joyce Hunter (Huron High School); Michigan Business Education Association: Mary F. Robek (Eastern Michigan University); Student Organization: Patricia Van Drew-Pearson; Teacher Educators: Scot Ober (Central Michigan University); Vocational Student: Patricia Breslin (Dearborn Heights, Michigan); Upper Peninsula Representative: Arthur Lewis (Menominee High School).

Articles for MBEA Today :

Send your articles on business education issues, research, innovations, or methods to:

ANN M. REMP
1900 Willis Road
Willis, MI 48191

See "Publication" on page 2 for other details.

State Update

by Judith K. Berry

Business Education Consultant
Vocational Technical Education Service
Michigan Department of Education

Certification:

For the first time in more than 20 years, the State of Michigan is charging an evaluation fee for all teacher and administrator certificates, as well as for permits, renewals, and reinstatements.

The Michigan Department of Education began collecting teacher fees on April 1, 1989, in response to Public Act 339 of 1988, which has set fees generally at $125 for instate applicants and $175 for persons from outside Michigan. Lesser fees have been established for additional endorsements, permits, authorizations, and the issuance of duplicate certificates or authorizations.

Public Act 339 also provides for the collection of fees for administrator certificates. However, that fee schedule will not go into effect until the newly developed Michigan administrator certificates are available.

The collected certificate fees are designated by law for use in the Michigan Department of Education's teacher and administrator preparation and certification programs. The monies will help fund teacher competency testing, the required five-year review of teacher and administrator programs, the development and support of the new teacher and administrator standards commissions, and the development of higher quality certificates.

Fees for teaching permits and annual authorizations will be collected from teachers beginning with the 1989-1990 school year.

More on Certification—Business Education:

You may recall last year that VTES eliminated the need for teachers to have a DP (business data processing) endorsement. This fall, I plan to introduce a single comprehensive endorsement for business education. A comprehensive endorsement will give added flexibility to our business teachers.

A single endorsement would mean that the sophomore or junior education major would not have to specify what courses within the business curriculum he or she wishes to teach upon graduation. Also, a person who relocates to another district would have the opportunity to teach a variety of areas. Watch upcoming issues of **MBEA Today** for more information regarding this comprehensive endorsement.

Grants Awarded by VTES:

The Vocational Technical Education Service announced that Ferris State University has received a grant to oversee the operation of Michigan's vocational student organizations. The grant began July 1, 1989. The project office is housed in Lansing at 1115 South Pennsylvania, Suite C, Lansing, MI 48910. The telephone number is 1-800-VSO-MICH.

The Vocational Technical Education Service announced that Ferris State University has received a grant to oversee the Curriculum Project beginning July 1, 1989. This project will be responsible for all vocational education curriculum development.

The Vocational Education Personnel Development Project (VEPDP) under the direction of Dr. George Ferns ended on June 30, 1989. A New Request for Proposals (RFP) has been mailed to the field.

VTES also announced that Michigan State University has once again received a grant to oversee the Vocational Education Career Resource Center. The grant began July 1, 1989.

Michigan Employability Skills Test:

The Governor's Office on Human Investment and the Employability Skills Task Force are working in collaboration with the Michigan Department of Education to consider ways of improving the employability skills of Michigan's workforce. The Employability Skills Task Force includes representatives from education, labor, and management.

One activity under the guidance of the Task Force is to assist the Michigan Educational Assessment Program (MEAP) in the development of a new assessment system that will measure the employability skills of the future workforce. This system will provide feedback to the individual on the kinds of basic skills necessary to acquire and maintain jobs required by Michigan industry. It will yield a diagnostic profile of their skills and behaviors that will indicate their employability level on three dimensions: academic, personal management, and teamwork skills.

The profile is intended to be used by the individual as a means of measuring self-improvement and self-development. Initially, the test will be designed to measure the employability skills of tenth grade

Update continued on page 8

CAROL A. JOHNSON 1989-90 MBEA PRESIDENT ELECT

Carol A. Johnson was first elected to the MBEA Board in 1978 as Secretary. She has also served on the board as Vice President for Membership and as the Four-Year College/University Representative. She has served as a regional conference chairperson, as a speaker at regional conferences and state conventions, and as a member of several ad hoc committees.

Prior to joining the faculty at Northern Michigan University, Johnson taught at the Tahquamenon Area Schools in Newberry and at Bay de Noc Community College in Escanaba. She currently teaches Managerial Communications, Office Management, Shorthand Methods, and Advanced Shorthand at Northern Michigan University. In addition to teaching, she works with several student organizations, presents workshops in the area of communication, and actively participates in several professional organizations.

Johnson earned her bachelor's degree at Michigan Technological University in business

Johnson continued on page 10

MESSAGE . . . continued

MBEA's program of work this year will include the traditional fall conferences and spring convention. We are adding participation in the MOEA conference in November and co-sponsorship of the joint economic education conference in October. We want to encourage our members to share their research and classroom experimentation with us through articles in **MBEA Today**.

Most of all we need to reduce our thoughts on critical issues to writing in order to communicate better among ourselves and to serve as input to others that we think can help us determine the role that business education should play in the secondary schools. The MBEA Executive Board is reviewing Policy Statements on some of the previously identified critical issues. These statements are in the final review process and will be distributed to members this year.

As the new school year is upon us, perhaps each of us should reflect on what we can do better, what help we need to make business education a vital part of education in Michigan. MBEA needs you to serve as an officer, board member, or committee chairperson. Use the nomination forms in this issue. Send me your views, ideas, and concerns on issues affecting business education and business educators in the State of Michigan. We need to make a concerted effort to identify specific issues. Then we can ask you to offer your solutions. I am confident we can have a very productive year if we work at it. Let me hear from you!

MBEA Seeks New Board Members

by Helene Zimmerman

The Nominating Committee is accepting nominations from the general membership for the office of President Elect on the MBEA Executive Board that will be vacant at the end of the 1989-1990 fiscal year. Members are urged to submit nominations as competent leadership is vital to the continued success of our organization.

Nominations must be submitted to the chairperson of the Nominating Committee by November 30, 1989. A listing of the slate will be published in the February issue of **MBEA Today**, with election taking place at the annual convention in March, 1990. The office to be filled and the duties of the President Elect are as follows:

PRESIDENT ELECT (one-year term): The President Elect shall be general program chairperson of the annual convention and shall act as the Parliamentarian at all meetings unless another person is appointed by the President. The President Elect shall preside at the Executive Board and Association meetings in the absence of the President. This is a three-year commitment, as the President Elect advances to the offices of President and Immediate Past President.

In addition to this officer vacancy, divisional representatives are being sought for K-12 Northern Lower Peninsula (Region II), K-12 Southwest (Region III), and Private Business Schools. All are three-year terms beginning July 1, 1990. Elections will be conducted in each division by the incumbents.

TO BE CONSIDERED FOR AN OFFICE, ALL NOMINEES MUST BE CURRENT MEMBERS OF THE MICHIGAN BUSINESS EDUCATION ASSOCIATION.

Please use the form published in this issue on page 11 to submit nominations for officers. Mail your nominations by November 30, 1989, to Dr. Helene L. Zimmerman, 1405 Lincoln Court, Mt. Pleasant, MI 48858.

MBEA Nominating Committee Members 1989-1990

Term Ending June 30, 1990:
Jeanne Mallak, Delta College
Dosye Thompson, Inkster High School

Term Ending June 30, 1991:
Nancy Hogg, Davenport College
Brian Jentoft, L'Anse High School

Term Ending June 30, 1992:
To be announced by Dr. Mary Robek at a later time.

Chairperson and Ex-Officio Member
Term Ending June 30, 1990:
Dr. Helene L. Zimmerman, Central Michigan University

Nominations for MBEA Awards

By Arlene Vlahos
MBEA Awards Committee Chairperson

The beginning of a new school year is the time to nominate individuals for the MBEA awards. There are five awards that MBEA makes to deserving individuals: Recognition Award, Distinguished Service Award, Master Teacher of Post-Secondary Business Education, Master Teacher of Secondary Business Education, and Emerging Professional Business Educator.

MBEA Recognition Award

The Recognition Award is presented to an individual who has excelled in service to business education in the state of Michigan. Guidelines to be used in submitting a nomination for this award are:

1. Excellence in classroom teaching or assistance to the classroom as identified by former students, colleagues, supervisors, and administrators.

2. Professionalism as exhibited through efforts within own career—youth groups, program development, programs of community or continuing education, and service to home community.

3. Professionalism as exhibited through participation in state, regional, and vocational education efforts—contributions to associations, legislative efforts, speaking engagements, and related activities.

4. Educational achievements—work experience, professional articles.

5. Career achievements—promotions, recognitions.

6. Educational background.

MBEA Distinguished Service Award

The Distinguished Service Award is presented to a member who has given distinguished service to the Michigan Business Education Association over a period of time. Guidelines to be used in submitting a nomination are:

1. Executive Board positions held and number of years.

2. Presentations at conventions and/or fall conferences.

3. Assistance with convention and/or fall conference planning—local committee participation, fall conference host/committee member.

4. Articles submitted for publication in **MBEA Today** and other publications promoting or identifying MBEA activities.

5. Membership in professional organizations.

6. Educational background.

MBEA Excellence in Teaching and Leadership Awards

The other three awards were established to recognize those individuals who have exhibited excellence in teaching in the classroom and have demonstrated leadership qualities among their colleagues. Award recipients are automatically submitted as nominees for the N-CBEA Teaching Awards.

Nominees for the Master Teacher of Post-Secondary Business Education and Master Teacher of Secondary Business Education awards must be post-secondary or secondary classroom teachers in Michigan, respectively, but need not be members of MBEA. They must have taught at least seven years as full-time teachers, five of which must have been in Michigan, and they must be teaching in Michigan at the time of their nomination.

The selection of the recipients for these two awards will be based upon excellence in classroom teaching and demonstrated leadership qualities. Evidence to support the contention of excellence in classroom teaching may be faculty, administrator, and/or student evaluations, letters from parents or students, etc. Evidence to indicate leadership qualities should also be included in the nomination. These may include leadership activities within the school, active involvement in professional organizations, published research, speaking engagements, etc.

Nominees for the Emerging Professional Business Educator Award must be secondary classroom business teachers in Michigan, but need not be members of MBEA. They must have taught at least two, but not more than six years as full-time teachers (at least two of those years must have been in Michigan), and they must be teaching in Michigan at the time of the nomination. This award is intended to recognize excellence in the classroom. Evidence to support the contention of excellence must be included in the nomination and may include such items as faculty, administrator, and/or student evaluations, letters from parents, evidence of success of graduates, etc.

Only MBEA members in good standing may submit nominations for these awards. The Nomination Procedures and the deadlines are detailed in the related insert to this article. Please use the form published in this issue on page 11 to submit your nominations. The form should be mailed by the December 1, 1989, deadline to: Ms. Arlene Vlahos, Box 97, Bruce Crossing, MI 49912.

MBEA Business School Spotlight

Argubright Business College

. . . The Second Hundred Years

By Jan Waring

Private Business School Representative

With its proud history and more than 15,000 graduates, Argubright Business College continues to serve the Battle Creek area with training that works.

The school had already been operating for 16 years when Charles Argubright purchased it in 1898. At that time, the name was changed from Krug Business School to Michigan Business and Normal College. In 1936, the name was again changed to Argubright College of Business Administration. In 1982, with the name Argubright Business College, the school celebrated its 100th birthday and moved to its present location at the Old Kent Bank Building in Battle Creek.

Key factors in the school's success are the admissions process, the programs offered, and the placement service available for all graduates.

The Admissions Process

At Argubright, as in most business schools, the student comes first. Starting with an individualized admission process, career opportunities are discussed as they relate to the student's interests and goals. Each student's background and potential are assessed through placement testing. Test results are then reviewed and discussed with the Director of Student Services. This meeting provides the student with a plan for success and a recommended class schedule. After the student enrolls, the challenge begins.

The Programs

The school has many programs to suit the skills and interests of the prospective student:

- Business Administration
- Secretarial
- Office Accounting
- Data Processing/Computer Programming
- Hospitality and Travel

New program offerings will include Computer Data Technician and Business Office Specialist. Whether the program is secretarial, accounting, or data processing, attendance and completion of the program are foremost in importance to both student and school. Students attend classes for 12 to 18 months to build their skills for employment. All credit requirements, including speed requirements in typing and shorthand, must be completed in order to receive a diploma.

Placement

The ultimate measure of a business school's success is in placement of graduates in the business community. Jobs count; jobs are the "bottom line." In the past few years, employer requests for Argubright graduates have increased as much as 400 percent. To meet the demand, the placement office is busy meeting with students, matching job requests with graduates' skills, and contacting employers for new job orders. For Argubright graduates, job opportunities are there. Furthermore, lifetime placement is available to all graduates.

With plans to upgrade all equipment and programs, the college is looking ahead. This year James LaParl, President, announced that the school will apply for junior college status and degree granting authority. MBEA wishes continued success to Argubright Business College.

Award Nomination Procedures and Deadlines

Nomination of an MBEA award candidate is a two-step process:

1. Submission of the name of the nominee, the designation of the award, and the name and address of the nominator (see Nomination Form for MBEA Awards) by December 1, 1989, to the Chairperson of the MBEA Awards Committee.

2. Completion of the Biographical Data Packet by the nominator and its submission, along with three letters of recommendation, by January 15, 1990, to the Chairperson of the MBEA Awards Committee.

Nominations must be postmarked by December 1, 1989. Upon receipt of your nomination, a Biographical Data Packet will be sent to you to complete for information about the nominee. The Biographical Data Packet must then be completed and postmarked no later than January 15, 1990, to be considered for the 1990 MBEA awards to be presented at the MBEA State Convention.

UPDATE . . . continued

high school students, adult education students, and possibly JTPA clients.

The Employability Assessment System is being developed by MEAP to comply with Public Act 133 of 1987 which directs the Department of Education to make the assessment available to local school districts. Students who volunteer to take the test and pass it will receive a diploma endorsement. This act includes provisions to exclude special education students, to substitute local district testing subject to Department of Education approval, and an opportunity for individual students to retake the assessment in subsequent years. Public Act 318 of 1988 states that a district must administer an approved Employability Skills Assessment in order to receive state aid funds.

An initial trial of test items is scheduled to begin in fall of 1989 with statewide pilot testing to be offered in the school year, 1990-1991. An information kit is available by writing to the Michigan Educational Assessment Program, Office of Technical Assistance and Evaluation, Michigan Department of Education, P. O. Box 30008, Lansing, MI 48909.

Documents of Interest:

The Michigan Vocational Education Resource Center has assembled two documents that may be of interest to you: the Basic Skills in Occupational Education Resource Sampler and the Placement Materials in Occupational Education Resource Sampler. The samplers provide information on what materials and programs are available from commercial vendors, information on what materials are on loan from the Center, and information on what materials are available from government and professional associations.

Several documents that are a "must" for teachers are:

MATEB's Business Education Handbook (Michigan Association of Teacher Educators for Business)
Clustering Programs in Business Services and Technology: A Guide to Implementation
The First Interim Report from the National Assessment of Vocational Education
Desktop Publishing in Business and Office Education
Using Telecommunications in Various Business Courses

There is also a collection of state curriculum guides for your use.

Model for Restructuring Business Education:

A model has been adapted from California for restructuring business education in Michigan. The rewritten document has been completed and will be reviewed by the Business Education Technical Committee and the VTES management team. The model reflects an emphasis on students acquiring broad transferable/academic skills and de-emphasizes job specific skills. Watch the upcoming issues of **MBEA Today** for further information and see the related article on page 5 about the Business Education Technical Committee.

A PRIMER ON STATE FUNDING

By Judith K. Berry and Ann M. Remp

What types of State funds support business education? Although vocational funds are earmarked for some business education, schools receive other general and incentive funding to support programs. This brief primer deals with funding sources and processes.

State Aid Legislation

Each year, usually in late summer, the State Legislature enacts into public law the State Aid Bill, prepared by the House Committee on Education. The resulting public act specifies the total budget for education and various categories of activities to be supported. The legislation consists of a series of amendments to previous State Aid legislation.

Public Act 318, approved by the Governor on August 17, 1988, specified the 1988-89 funding for school districts and designated funding for dropout prevention, meeting graduation requirements, compensatory education for the educationally disadvantaged, early childhood programs, programs for the gifted and talented, vocational-technical education, Michigan Opportunity Card-related activities, and other program areas.

Incentive funding for meeting graduation requirement criteria and vocational funding are of special interest to the business educator.

High School Incentive Program

Incentive funds are included as a supplement to the state aid gross allowance made to school districts. Because Michigan does not have a mandated curriculum, incentive funding is a way for the State to influence the curriculum at the local level. In order to receive the incentive, districts must meet certain conditions. The specific target of incentive funding is increased academic graduation requirements.

Public Act No. 318 provided an amount of $30 per pupil over and above the normal gross allowance to any district with an approved plan to satisfy graduation requirements specified in either Subdivision A or Subdivision B of the Act. These criteria are presented in Tables 1 and 2.

Subdivision A applies to all students as actual graduation requirements, whereas Subdivision B specifies minimum enrollment percentages to be met in grades 9 through 12. Those districts currently funded by meeting the requirements of Subdivision B, must, by 1991-92, meet the 100% requirement for Subdivision A.

State interest in graduation requirements followed the "Nation at Risk" study. In January of 1984, the Michigan State Board of Education adopted a plan, "Better Education for Michigan Citizens: A Blueprint for Action." This plan recommended ways to improve education. In subsequent years, these recommendations have made, and will continue to make, significant impact on increasing school district graduation requirements and student enrollments in academic subject areas.

Later in 1984, the Legislature enacted a High School Incentive Program to provide funding to districts to carry out the recommendations in the "Blueprint for Action." The 1988 provisions have added computer education to previously identified requirements.

Incentive funding, then, is awarded to districts which meet the entire set of criteria. Although you may hear someone indicate that incentive monies of $30 per student have been awarded for including a computer education requirement, the award is not specifically for that course, but for an entire program of which one course is computer education.

One more point is relevant: The departmental "home" of computer education is NOT specified in the Public Act. The Public Act also does not specify that all courses meeting the English, math, social science, or other requirements must be taught by departments with those titles. Conceivably the Business Education Department could have offerings fitting these criteria.

The Act does specify, however, that the district must submit a local plan to the State for approval. A district including a business course among those meeting the requirements would most probably evaluate the credentialing of the business teacher before admitting business courses to meet the requirements of Subdivisions A or B.

The district may put the funding to a variety of uses. The State does not require that the funding go to the specific support of any specific course or program. The Business Education Department "sees" the funds through the Department's budget allocation.

Vocational/Technical Education (VTE) Funding

Funding support for vocational/technical education (VTE) programs is primarily provided through four sources: local millage levies, state revenues, federal funds authorized by

INCENTIVE FUNDING REQUIREMENTS

Table 1

Subdivision A Criteria

Students in a district must have completed, as a condition for graduation in 1988-89, all of the following:

1. A total of ten years of English or communication skills, mathematics, science, and social science, with not fewer than two years of each subject specified in this subparagraph.
2. One year of health or physical education, or both.
3. One year of fine or performing arts, or of vocational education or practical arts, or any combination thereof.
4. One semester of computer education or the equivalent as approved by the department.

If a class taught in a district reasonably falls within more than one of the subject categories listed in items 1 to 4, the district may determine which subject category the class falls within, as long as teacher certification requirements are not violated.

Table 2

Subdivision B Criteria

The district must have provided for its pupils in grades 9 through 12 all of the following:

1. Six classes, each consisting of at least 50 minutes of classroom instruction or a total of not less than 300 minutes of classroom instruction. In either case, at least 30% of the pupils in grades 9 through 12 shall be enrolled in the sixth period, with the sixth period being a class of an academic nature that normally would be credited toward high school graduation. This subparagraph does not apply to pupils in grade 9 who do not attend classes in the same building as pupils in grades 10 through 12.
2. Four years of English, with at least 65% of the pupils in grades 9 through 12 enrolled in an English course.
3. Three years of mathematics, with at least 45% of the pupils in grades 9 through 12 enrolled in a mathematics course.
4. Three years of science, with at least 45% of the pupils in grades 9 through 12 enrolled in a science course.
5. Three years of social science, with at least 55% of the pupils in grades 9 through 12 enrolled in a social science course.
6. Two years of a foreign language, vocational education, or practical arts, or any combination thereof, with at least 25% of the pupils in grades 9 through 12 enrolled in a course in one of these areas.
7. One year of health or physical education, or both, with at least 15% of the pupils in grades 9 through 12 enrolled in a course in one of these areas.
8. One year of fine or performing arts, with at least 10% of the pupils in grades 9 through 12 enrolled in a course in one of these areas.
9. One semester of computer education, with at least 5% of the pupils in grades 9 through 12 enrolled in the course.

the Carl Perkins Act, and student tuition which is assessed of post-secondary students. Other sources, such as Job Training Partnership Act and private sector contractual funds, amount to significantly less than the primary sources and are not viewed by local education agencies as reliable, continuous sources.

Of the total expenditures for secondary VTE, 71% is local, 19% is state, and 10% is federal. Of postsecondary expenditures, 41% is state, 23% is local, 27% is tuition based, and 9% is federal. Local funding at the secondary level is considerably higher at the secondary than postsecondary level.

VTE funds are called "Added Cost" funds because they reflect additional expenditures necessary for the operation of a vocational program which exceed the expenditures required for non-vocational programs. The Department of Education requires that a minimum of 80% of the funds be spent in seven program categories: instructional travel, equipment rental and lease, instructional supplies, job placement and follow-up, inservice education, other support services (such as advisory committees, marketing, evaluation), and purchase of equipment. Up to 20% of the funds may be used for instructional salaries.

Secondary VTE programs and services have received static state funding for the past three years. This funding, amounting to approximately $30 million, is distributed to support local administrative and program operation costs based on a student-hour formula and added cost factors. See Tables 3 and 4.

The added cost factors are computed on 75% of statewide average added cost and then prorated to 55%. Annually, the dollar amount per program is computed and distributed to locals along with a State Rank List. Programs are ranked based on employment demand, related placement and demand/supply rankings. Programs are funded from top to bottom on the State Rank List or as far as the appropriated amount lasts.

From the total amount to be received in the Career Education Planning District (CEPD), 40% of the funds may be used to support programs at the CEPD's discretion. These decisions are made jointly by the members of the CEPD. The state's enrollment at the secondary level in approved programs generates 236,722 student hours which computes into over 42 million contact hours compared to 33.7 million generated by the community college.

In a later issue of MBEA Today, funding of the Opportunity Card Program will be presented.

VOCATIONAL FUNDING

Table 3

Student Hour Formula

1. Minutes per course in session per week divided by 300 minutes (that is, 60 minutes/day times 5 days/week) times
2. Number of weeks divided by 36 weeks times
3. The average of the beginning and ending enrollments in a program times
4. An "added cost" factor established for each program based on program cost.

Table 4

Added Cost Factors

VTE funding is based on an "added cost" factor established for each program area. The following list, in order by CIP (Classification of Instructional Program) Codes, contains the added cost factors for 1989-90 for business education. These added cost factors are 75% of state-wide average added costs. With proration, a reduction of these factors to 55% will occur. The 55% factors are in parentheses.

07.0101 Accounting and Computing	320 (235)
07.0301 Business Data Processing*	474 (348)
07.0305 Computer Programming*	310 (227)
07.0601 Secretarial Programs	329 (241)
07.9999 Business Services and Technology	478 (350)
Coop Coordination Technique	34 (26)

*CIP Code programs 07.0301 and 07.0305 are being funded for existing programs. When funding is discontinued, VTES will provide a two-year period for transition.

PROGRAM ... continued

our programs when making presentations to counselors, administrators, parents, and students.

We have collaborated with other departments as well. We have attempted to do some sharing of information and peer coaching with the English Department. As a result, we came up with a button that reads, "English is Serious Business." This shows the connection between the departments, in that we also teach a great deal of English in the Business Department.

Some discussion has taken place with the Math Department about recruitment for the computer classes in both departments. In this way, we will be informed about each other's classes and be able to accurately inform students about the sequence they should take when electing computer classes.

Since the Business Department and the Social Studies Department both offer courses in law and will both be offering courses in economics, there has been discussion about doing some collaborative projects. It is not only important to collaborate with other departments but within your own department at the high school and at the middle schools.

Promotional Efforts

To improve our image, attract those college-bound students, and increase our enrollment, we developed some charts, brochures, and a department theme to educate the school community about our program. The charts we prepared show the two areas of emphasis in our program: Pre-Business and Information Processing.

Pre-Business courses are those that will assist students in obtaining a business degree in college. These courses are accounting, business principles and management, computer data processing, marketing, applied economics, and law. Also listed on this chart are possible careers: Chairman of the Board, Accountant, Marketing Director, etc.

Our second chart, Information Processing, identifies courses that will assist students upon graduation to enter the world of work, whether permanently or temporarily. These courses are keyboarding, business technology, formatting and document processing, cooperative occupational education, personalized office, word processing, and money management. There will be some overlapping; for example, all students need to know how to manage money. Also, word processing will be used in the world of work and in preparing papers in college. Some possible careers are: Office Manager, Clerical Supervisor, Secretary, etc.

Strategies For Change

1. Articulating and collaborating--
   middle school, secondary, college
2. Building program validity
3. Peer coaching
4. Building program image--
   parents, students, counselors

Using the Charts with Students, Counselors, and Parents

When using the charts to promote our program to parents, counselors, and students, we make the comparison that the University of Michigan's business administration core areas are very similar to the Pre-Business program: accounting and finance, marketing, behavioral organization, computers, and economics. Universities such as Harvard, Stanford, Cornell, and the University of Chicago have similar requirements.

Our Pre-Business course offerings compare, for the most part, with those offered at the universities. This makes counselors, parents, and students see the importance of the courses offered in our program.

Our two charts show the exciting fact about the business program on the high school level: that we can prepare students to pursue a business degree and also prepare students to enter the world of work.

Business Pays Now and Later

In addition to our charts, we have developed a brochure. Our brochure, "Business Pays Now and Later," stresses the benefits of business classes while in high school and later in college and/or the world of work. These brochures are distributed when recruiting and making presentations at the middle schools, and at the high school during course selections for the following semester.

When we make our presentations using the charts and brochures, we keep the audience we are addressing in mind. We stress the following points:

1. The Business Department has something to offer all students.

2. Our course offerings are similar to those offered through the universities.

3. The program has new courses, and content changes have been made in other classes.

4. Courses will be beneficial to students entering college and those entering the world of work.

We also specify the ways that counselors can assist us in our recruitment.

Credit for Business Courses

Another way we have tried to attract more students is to work at bringing into the Business Department classes that would receive a required credit. For the first time this fall, all sixth graders will be required to take the course, Computer Awareness. This class includes a unit on keyboarding, and it is offered through the Business Department at the middle schools.

Last year the Math Department decided not to offer the Consumer and Career Mathematics class. Our department was given permission to teach the class and students could receive a math credit for the class. At the present time we are trying to get Everyday Law to satisfy the law requirement, but a decision has yet to be made by the School Board.

Conclusion

Besides promotional efforts, credits for courses, and collaboration, there are several other things to do that will increase awareness of what the Business Department has to offer all students.

First, business teachers need to be willing to "go the extra mile." This includes serving on local and state committees, staying up to date by attending workshops and classes, and writing to Board members and attending Board meetings.

Now is the time to begin your promotional efforts! "Time are a-changing," and if we are to grow and survive, we must change with the times. We will share our brochure and charts with you if you contact us at Huron High School, 2727 Fuller Road, Ann Arbor, MI 48105.

JOHNSON . . . continued

administration (marketing) and her master's degree at Northern Michigan University in secondary business education. Her doctoral degree was earned at Northern Illinois University. For her dissertation, "Comparisons Between and Among Educators' and Business People's Meanings of Selected Writing Principles and Business Letters," she earned the Robert E. Slaughter Research Award granted by Gregg Division of McGraw-Hill Book Company.

She and her husband John Hendrickson, a district wildlife biologist with the Department of Natural Resources, live in Baraga. Her precious relaxing moments are spent weaving baskets and carving decoys. Their son Eric is an environmental engineering student at Michigan Tech.

Johnson's affiliation with the Board has "frequently been challenging and always rewarding. Through important hard work, professional affiliations have grown into long-lasting friendships."

NBEA . . . continued

she teaches graduate-level students in the Department of Educational Leadership and Human Development.

An assistant professor in the Department of Vocational and Technical Education at the University of Illinois for six years, she has also taught at the University of Tennessee, Knoxville, where she was director of the Office for Research in High Technology Education. In that position she directed a major, government-funded program of work focusing on high technology and its implications for education. She has served as a special consultant for the National Occupational Information Coordinating Committee with the U.S. Department of Defense and with the North Dakota Committee authoring guidelines for various career development programs.

Dr. Janet M. Treichel

Recognized as an outstanding speaker and presenter at conventions and conferences at the national, regional, state, and local levels, Dr. Treichel has authored or co-authored many publications and research reports, including National Career Development Guidelines, published by the National Occupational Information Coordinating Committee, and The Enrichment of Teacher and Counselor Competencies in Career Education K-6—Curriculum Guides, a U.S. Office of Education funded project. She has served as editor for two national newsletters, chaired the American Vocational Association editorial and publications committee, and was charter president of Beta Psi chapter of Delta Pi Epsilon, the national honorary professional graduate society in business education. She received the AVA Guidance Division Service Award in 1981 and 1988 and the Faculty Service Award from the University of Illinois Office of Conferences and Institutes.

Dr. Treichel takes over the helm from Arthur H. Rubin, who has been serving as interim executive director since January.

NOMINATION FORMS: Photocopy as many forms as needed. Use one form per nomination.

Nomination Form for New MBEA Board Members

Please see the related article by Helene L. Zimmerman on page 6 for information about these Board positions and nominating procedures. Then complete this form:

Full Name of Candidate: ____________________

Address: ____________________

____

Present Position: ____________________

Mark the position for which candidate is being nominated:

- ☐ President Elect
- ☐ Region II: K-12 Northern Lower Peninsula
- ☐ Region III: K-12 Southwest
- ☐ Private Business Schools

Name of Nominator: ____________________

Mail this form to Dr. Helene L. Zimmerman, Chair, MBEA Nominating Committee, 1405 Lincoln Court, Mt. Pleasant, MI 48858, by NOVEMBER 30, 1989.

Nomination Form for MBEA Awards

Please see the related article by Arlene Vlahos on page 6 for information about these Awards. Then complete this form:

Full Name of Candidate: ____________________

Address: ____________________

____

Present Position: ____________________

Mark the award for which candidate is being nominated:

- ☐ Recognition Award
- ☐ Distinguished Service Award
- ☐ Master Teacher of Post-Secondary Business Education
- ☐ Master Teacher of Secondary Business Education
- ☐ Emerging Professional Business Education Teacher

Name of Nominator: ____________________

Address of Nominator (where Biographical Data Packet is to be sent):

____

____

Telephone Number of Nominator:

Home: __________ Work: __________

Mail this nomination form to: Ms. Arlene Vlahos, Chair, MBEA Awards Committee, Box 97, Bruce Crossing, MI 49912. The form must be postmarked by DECEMBER 1, 1989, for consideration.)

*NOTE: Upon receipt of this nomination form, you will be sent a Biographical Data Packet for information about the candidate. It must be completed, along with three letters of recommendation, and must be postmarked by JANUARY 15, 1990. It should be mailed to the same name and address as the nomination form.

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Ann M. Remp, Editor
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Michigan Business Education Association

Membership Application
July 1, 1989, through June 30, 1990
(Please print; submit one application for each person)

☐ New
☐ Renewal (☐ Check here if this is a change of address)

Social Security # ☐☐☐ - ☐☐ - ☐☐☐☐

Personal Title FIRST NAME INITIAL LAST NAME

STREET ADDRESS

CITY STATE ZIP CODE

COUNTY OF EMPLOYMENT REGION

EMPLOYER (School or Company)

Note: You must fill in county and region to receive Fall conference information.

Position:
- ☐ Teacher
- ☐ Supervisor
- ☐ Administrator
- ☐ Consultant
- ☐ Other ____________

School:
- ☐ Public
- ☐ Private

Institutional Affiliate:
- ☐ Junior High
- ☐ Secondary
- ☐ Skill Center
- ☐ Retired
- ☐ Business College
- ☐ College/University
- ☐ City/County Supervisor
- ☐ State Dept. of Education
- ☐ Junior/Community College
- ☐ Private School

MBEA Dues:
- ☐ Professional (Regular) Membership ... $15.00
- ☐ Full-Time Retired .... $ 5.00
- ☐ Student (Undergraduate) .... $ 5.00

STUDENTS:
List University/College: ______________________

Optional Membership Dues:
- ☐ MOEA ProfessionalMembership $20.00
- ☐ MOEA Student (Undergraduate) .... $ 5.00
- ☐ Business Teachers Club-Metro Detroit $ 1.00

Signature of Teacher Educator: ______________________

Send your check (made payable to MBEA) with your completed application to:

Mary H. Pettaway
Golightly Voc./Tech. Center
19767 Cranbrook, Apt. 211
Detroit, MI 48221

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MBEA Today

The Official Publication of the
Michigan Business Education Association

Volume LV Issue 2
November 1989

Dates to Remember

November 1989 . . . Michigan Career Development Month (See "Career Cosmos," page 5)

November 8-10, 1989 . . . MOEA Conference, Lansing, MI MBEA Contact: Sue Maxam (517-887-3016)

November 30, 1989 . . . Nominations for MBEA Executive Board positions due to Dr. Helene Zimmerman; see page 11 for additional information.

December 1, 1989 . . .Nominations for MBEA Awards due to Ms. Arlene Vlahos; Biographical Data Packets due January 15, 1990. See page 11.

December 1-5, 1989 . . . American Vocational Association National Convention

January 12-February 3, 1990 . . . Regional Competitive Events for Business Professionals of America

Issues in Elementary Keyboarding

by Virginia A. Withee, Carlson High School

As a member of the Technology Committee for the school district of Gibraltar, Michigan, I was in the position to help design a computer curriculum and to recommend that only certified business teachers teach keyboarding at the elementary level. Because of the district's financial problems, it was necessary to delay implementation of the recommended computer curriculum. However, I was given the opportunity to teach keyboarding to third grade students during the spring semester, 1989. This was a chance to give validity to the committee's recommendations. I had no elementary experience and no idea what to expect. The following account of my elementary keyboarding experience serves as the basis for this report.

Hunter Elementary School, Gibraltar, conducted a brief elementary keyboarding program with carefully selected third grade students. Two groups of eight (mixed gender) were selected from the top reading group by their classroom teachers. The teachers (two) agreed to release the students each day for 20 minutes. The students were already familiar with computer terminology and the basic computer functions. The first lesson introduced the home keys. Each day's lesson began with a brief review of the previous day's learning and then proceeded to the introduction of the new keys. Since this was an experimental situation, it was necessary to prepare the lessons on a daily basis. The lessons were printed in enlarged type on a 5 x 8 index card, which could easily be propped against the computer screen. The front of the card contained the new keys to be introduced, and

Issues continued on page 6

CONVENTION CORNER
Charting Directions for the Nineties and Beyond
52d Annual Convention
March 29-31, 1990
Stouffer Battle Creek Hotel

GET YOUR TRAVEL REQUEST IN EARLY!

PAGE 12 OF THIS ISSUE CONTAINS FURTHER PLANNING INFORMATION

For convention information, contact:
Dr. Carol A. Johnson
Office Administration and
Business Education Department
Northern Michigan University
Marquette, MI 49855
(906) 227-2900

Total Quality Management: Part I

Attitudes and Quality of Work

by Victoria L. Slywka, Concepts in Management

Ms. Slywka is a management consultant. She held the position of Contracts Administrator for a California-based Department of Defense contractor. Prior to this, she taught accounting, management, and business at the college level and was a business teacher and Office Education Association advisor at White Pigeon High School in Michigan.

The relevance of, and need for, Total Quality Management in education is evidenced in the work by Harry V. Roberts (1987), University of Chicago's Graduate Business School, who, in researching the work in quality management of W. Edward Deming, states, "As an educator, I see—and, I fear, partly share—the tendency to blame students for poor performance, when the system confronted by students for a large part of their lives may be the major contributor."

It is the attitudes of administrators, parents, and teachers (and others) that flow down to form the attitude base that young people evidence in the home, at school, in the community, and in the workplace. "We are what we live" is all too true in the case of attitudes. Early attitudes will either be reinforced, reshaped, or replaced as young people move through the system and mature into productive or "ill-productive" adults.

Examining Attitudes: The Case of Government

"Close enough for Government work . . ." is a phrase commonly heard in dealing with the Government. The largest employer in the United States, the Federal Government, has recognized

Attitudes continued on page 8

Michigan Business Education Association Board Members 1989-90

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Detroit's Mayoral Candidates at BTCMD Meeting

by Jean Hester

MBEA Representative for Business Teachers Club of Metropolitan Detroit

The Business Teachers Club of Metropolitan Detroit held its Fall Meeting and Dinner Dance at Mercy College on October 20. At the time of this report (September), plans for the evening included presentations by "movers and shakers," past and present, in business education and an opportunity to talk to mayoral candidates—the incumbent, Coleman A. Young, and his contender, Tom Barrow. Both accepted BTCMD's invitation to attend.

BTCMD President Reva Gibson has many goals, including increasing membership in six areas (junior high, senior high, vocational/technical, community college, and college/university); networking and brainstorming with professionals on all levels and across districts to update philosophy, goals, and objectives of teachers of business and marketing education; and sponsoring one educational and social activity per semester.

President Gibson says, "Together we can, together we will bring about a renaissance in business and marketing education because what we believe, we can achieve with hard work."

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Submit articles of 750 to 1,250 words following the **Publication Manual of the American Psychological Association** for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, December 1 for February, and March 15 for May.

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1989 National Competition
BUSINESS PROFESSIONALS OF AMERICA

by Mary F. Skinner
MBEA Region IV Representative

Michigan business students were very successful at the National Leadership Conference of Business Professionals of America. Approximately 375 students from Michigan qualified to attend the National Conference by winning at the state conference held at the Detroit Westin last March. Students and advisors from a number of Michigan schools traveled to the National Conference, held in Dallas, Texas, on April 26 to 30, 1989.

Michigan had winners from 27 high schools and career centers with Business Professionals of America clubs. These students won in 24 contest categories. The schools with winners are:

Allegan Voc-Tech: Lori Price.

Anchor Bay: Becky Lucas.

Cass Tech: Gina Callaway and Tonya Cunningham.

Centerline: Jennifer Campbell.

Charlotte: Anissa Nierenberger and Monica Horsch.

Chippewa Valley: Dawn Mercer, Howard Scully, Michael Olson, and the Financial Analyst and Computer-Aided Graphics teams.

Cody: the Emblem Building Team.

Columbia Central: Jennifer Flake and Anna Vanatta.

East Detroit: Scott Bertin.

Genessee Skill Center: Robin Shook.

Grosse Pointe South: the Entrepreneur Team.

Highland Park: the Parliamentary Procedure Team.

Ithica: Jennifer Gillette and Melissa Clark.

Livonia Skill Center: Charles Henrich and Adam Pastula.

Marlette: Dawn Herpalscheimer, Kelly Laursen, and Angie Rock.

Marquette: Jennifer Guenther.

Menominee: Lyn Poquette, Rachel Rynning, and Matt Riley.

Monroe: Kim Jolly.

Mt. Pleasant: Brian Vollmar and the Financial Analyst Team.

Oxford: Rachelle Cadle.

Randolph: Jocelyn Ellens and the Emblem Building Team.

Sacred Heart: Pat Larrance.

Sanilac: Ryan VanDrew and the Entrepreneur Team.

South Lake: Jacqueline McCann.

Stephenson: the Parliamentary Procedure Team.

Tuscola: John Bedtelyon.

Warren Career Prep Center: Brad Compton, Jerome Cipriano, Anna Leich, Monica Spangus, and the Computer-Aided Graphics Team.

Congratulations to these outstanding students and to their advisors.

The 1989-90 state officers are: President Ryan VanDrew, Secretary/Treasurer Lori Cannizzero, Parliamentarian Aaron Mitchell, Historian Rachelle Cadle and Vice Presidents Leann Rothi (Region I), Michelle Olivier (Region II), Donyale Griffin (Region III), Eugene Wright (Region IV), Angela Wennerberg (Region VI), and Jennifer Hoffman (Region VI).

To explain what Business Professionals of America means to her, Region III Vice President Donyale Griffin has written "Success in Business." In her article, she shares some of the experiences she has had.

Success in Business

by Donyale Griffin
Region III (Detroit) Vice President
Business Professionals of America

Are you interested in a career in business? Do you know what it takes to be a successful business person? Many young people have no idea how competitive the world of business is. Our technology has become so advanced that many companies use machines instead of human power. Computers have become our main source of information. It is very hard to keep up with the advanced state of our nation.

It is very important for students to acquire the skills needed to become effective in their fields. Business Professionals of America is an organization dedicated to students enrolled in business and office programs. It teaches its members skills and competitiveness through regional, state, and national competitions with events ranging from Employment Skills and Verbal Communications to Business Law and Entrepreneurship.

The competitions are only one aspect of Business Professionals of America. The organization hosts many special programs that better the community. C.A.R.E.—Community Action to Reach Everyone—helps students realize how important their involvement in the community can be. Special Olympics is the service project for our organization. Students assist with many activities to help students less fortunate than themselves.

The Torch Awards program is a four-level personal achievement program which offers recognition to members for involvement in the chapter and related activities. It also teaches students to stand for the nine ideals of Business Professionals of America. The ideals are: Hope, Faith, Love, Cooperation, Knowledge, Service, Leadership, Friendship, and Patriotism.

There are many other programs, all working toward a common goal—to equip students with the proper tools needed to make a difference, not only in their professions, but also in the lives of all they come in contact with.

There is also a social aspect of Business Professionals of America. Through the various levels of competition, students have the opportunity to travel and meet many new friends all across the United States. There are also picnics, dances, amusement park trips, and tours.

One of the greatest experiences of the organization is being a local, state, or national officer. There are many rewards for sincere labor and room for growth in this prestigious organization. So if you want to get ahead in the business world, join a winning team and let Business Professionals of America be your edge to success!

For More Information on
BUSINESS PROFESSIONALS OF AMERICA
Contact Pat Pearson
Michigan Association Project Director
1115 S. Pennsylvania Avenue, Suite C
Lansing, MI 48812-1635, or call:
1-800-VSO-MICH

Michigan's Directions in Employment Development:
CREATING A HUMAN INVESTMENT SYSTEM

*The November 1988 **MBEA Today** introduced the "Opportunity Card" concept. Judith Berry has described an "Employability Skills Assessment" to be administered by secondary schools. These are parts of Michigan's Human Investment System, the focus of this article.*

High School Students to Receive Opportunity Card
Toll-free Opportunity Line Ready
Training Stations Tested in More Than 20 Counties
Employability Skills Assessment Under Development

All these happenings relate to building a Michigan workforce prepared for the future. That Michigan's manufacturing status has changed over the last decade is no secret. Building a new economic base is critical. Unless the citizenry of the State wants the economy to "Get Poor" (accept reduced wages) or "Get Out" (a state "populated by people flipping hamburgers and processing paper"), re-educating a population for new, more complex jobs is essential. This is the option characterized as "Getting Smart" by Philip Power, Chair of the Michigan Job Training Coordinating Council (1989a).

Re-education is the only acceptable route, but has "monumental human resource implications" (Power, 1989a). The more than $800 million spent in the public sector for training and employment-related education today is spread across nine state departments, more than 70 programs, and innumerable service providers. Service is fragmented, those in need cannot access a simple directory of services, assessment of individual needs may be duplicated by several providers, and programs have eligibility requirements that may exclude individuals in need. In short, those in need cannot easily choose the services that would help them most, and service providers have had little way of coordinating information or services. Accountability has been lacking, with more emphasis on the amount being spent than on the outcomes produced.

In this environment, Michigan has evaluated the management of services and the distribution of information about services. The result is a policy initiative translated into practice under the label, Michigan Human Investment System.

Two tools will implement the objectives of this human investment system: the Michigan Opportunity Card and the Michigan Human Investment Fund. The Card is the individual's access to employment development services, making services "customer driven." The Fund is the point of coordination among service providers. The two tools represent "end points" on what is envisioned to be a coherent, unified continuum of information and delivery of employment services with the ultimate outcome being a Michigan workforce prepared for tomorrow's jobs.

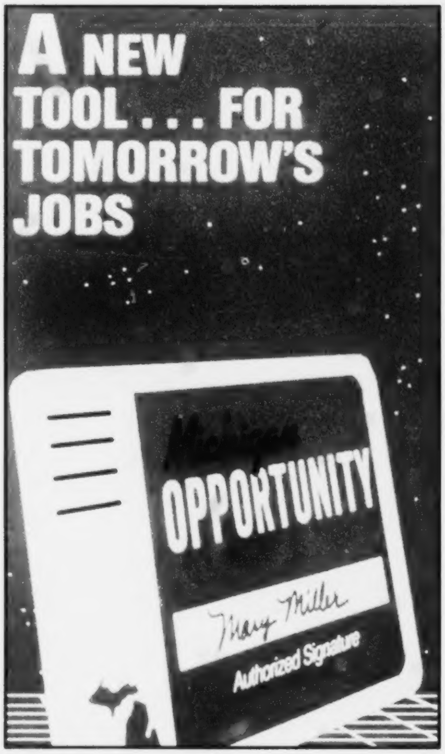
The Opportunity Card

The Opportunity Card is your student's entry to the system of employment services, to be used when the individual has a need—immediately or at some later time. All high school students graduating after June 1989 will receive a temporary Opportunity Card; so will Michigan Youth Corps participants and dislocated workers. Students will receive a letter about the Card and how to use it. They will be given a local phone number or address and the 1-800 Opportunity Line number. That number, by the way, is: 1-800-882-6161.

What will the student do with the Opportunity Card? What doors will it open? During the pilot testing period, 1989-90, this temporary non-automated card allows the cardholder to meet with a professional to assess skills and interests, prepare a personal plan of action (PPA), and be referred to appropriate training or job placement assistance. Although there will eventually be many sites for this initial contact (called "Opportunity Centers"), the community colleges are actively involved in Opportunity activities.

This may sound like "business as usual," but there is a key difference. The information and assessments completed at an Opportunity Center are not the "property" of the center, to be filed away and never accessed by other Centers or service providers. The localization of assessments is exactly what the Opportunity Card is designed to avoid. Although the system is being piloted this year in paper form, the system will be implemented as an automated system.

Eventually the temporary card will be replaced with a "Smart Card," (a card with a microchip to hold the individual's information). The individual carries the results of assessments, the PPA, and other information with him/her, in much the same way that individuals carry credit cards to provide access to credit for purchases at many locations. Individual information is neither stored centrally nor at decentralized Opportunity Centers (except as needed for accountability) but belongs to the individual. Eventually any Michigan citizen can obtain an Opportunity Card for entry to the same services.



Employability Skills Assessment and Your Students

Your students will be part of a planned 1990-91 pilot test of an Employability Skills Assessment. (See September's **MBEA Today**, State Update.) This, too, is part of the human investment system, and the results will eventually be recorded on the individual's Opportunity Card. Why is this assessment needed?

"Customer-driven" services cannot be delivered without information about individual needs—basic and job specific skills, personal management skills, and teamwork skills. Although there may be additional instruments used with clients depending on need, basic assessment will be a uniform means of diagnosing employability skills. The development of that assessment device is charged to the Employability Skills Task Force

Creating continued on page 11

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CAREER COSMOS: THE SKY'S THE LIMIT

With the theme "Career Cosmos," November is witnessing many career-related events as the official Career Development Month in Michigan. Both the State Board of Education and the State Board of Public Community and Junior Colleges approved the resolution supporting the observation.

According to Dr. Donald L. Bemis, Superintendent of Public Instruction, the observation is a national event sponsored by the National Career Development Association and its local branches throughout the nation. Each week has a theme: Week 1—Prepare Now for the 21st Century; Week 2—Exploring the Universe of Careers; Week 3—Develop Multi-Skills for a Productive Future; Week 4—Careers and Lifestyle Development: The Mission is Possible; and Week 5—The Universe is Yours: Pursue New Career Horizons.

Participants in education, community groups, and business, industry, and labor are collaborating to focus on the importance of career development as a lifelong process. Events emphasize opportunities for individuals to understand themselves and their career options, learn about occupational information and labor market trends, acquire skills in decision making, planning, and employability, and develop personal plans for education and employment.

In his announcement to the educational community, Dr. Bemis states: "Given the changing nature of work in the 'Information Age,' the career development competencies have taken on a new meaning for Michigan's citizens. Since so much of an individual's life is determined by career choices, Michigan educational agencies are encouraged to use Career Development Month to renew their commitment to the implementation of a strong career development program and to develop strong business, industry, and community partnerships to provide comprehensive career development programs to all of the population served."

Mr. Loren Anderson, State Publicity Chairperson, is with the Mt. Pleasant Area Voc/Tech Center and can provide information on recommended activities. His telephone number is (517) 773-5500.

Articles for MBEA Today

Send your articles on business education issues, research, innovations, or methods to:

ANN M. REMP
9100 Willis Road
Willis, MI 48191

See "Publication" on page 2 for other details.

State Update

by Judith K. Berry, Business Education Consultant
Vocational Technical Education Service
Michigan Department of Education

Curriculum Project

As you know from my September State Update, a major grant was awarded by VTES to Ferris State University to oversee the Curriculum Project for all vocational education in Michigan. The Business Education Team Leader at FSU is Dr. Katherine Manley. The VTES consultant who is monitoring the project is Naomi Bryson. The project staff has already reviewed a Michigan model for business education adapted from California's curriculum model.

The Business Education Technical Committee which represents business teachers, business leaders, and teacher educators (see September's **MBEA Today** for committee membership) met on September 22 to make input as well. Making revisions based on the recommendations of that group is the next step. The Business Education curriculum is targeted as the first to be completed. You will begin to hear about the plans for in-service sessions in late November.

Business Education Certification

In September, I also announced that a single business education certificate is under consideration. A meeting is planned with teacher educators to obtain input on certification requirements. On October 9, teacher educators from the colleges and universities which make up the Michigan Association of Teacher Educators for Business (MATEB) plan to meet in Lansing.

Cooperative Education

Teachers who supervise cooperative education should know that (1) the Work Permit Form is being revised and the new form is effective on January 1, 1990; and (2) guidelines and standards for work experience and cooperative education are being written based on recommendations in the Future Directions Paper and a survey completed this year.

Cooperative education supervisors are encouraged to contact Tom Benton, VTES Consultant, at 1-517-351-0368 for more information.

What's in a Name?

The word "office" has been dropped from our program area name. In Michigan, our area is now called "Business Education." This decision was made a few years ago at an American Vocational Association (AVA) convention, and at that time became a national trend for the program area. Michigan probably did not make this change because we did not have a business education consultant on board at the time.

AVA is currently discussing a reclassification of CIP codes and a merger of business and marketing education. If this occurs, the change will have implications for restructuring at the State level.

NBEA K-14 Curriculum Oversight Committee

I have accepted the assignment to serve on the Business Education Model Curriculum K-14 Oversight Committee this year. The purpose of this committee is to oversee the curriculum which was developed and produced by the committee three years ago. Dr. Betty Fry is chairperson of the committee. The NBEA curriculum is available to teachers through the Michigan Career Education and Vocational Education Resource Center (MCE-VERC) located at Michigan State University.

Michigan Vocational Education Information System (MVEIS)

MVEIS is an electronic service provided to all vocational, career, and occupational educators in the state by MCE-VERC. The goal of MVEIS is to provide a medium for rapid exchange of information among practitioners in the field and between the field and the Resource Center. MVEIS provides teachers with (1) a message system (electronic mail), (2) a bulletin board, (3) task lists for more than 200 occupations, (4) sales items, and (5) a card catalog.

ISSUES . . . continued

the back of the card contained phrases and sentences utilizing all the keys learned up to this point. A third grade reading textbook was used as a source for vocabulary. A computer typing tutor program (Mavis Beacon) was available but was not used after the first try. Initially, the tutor was to be used as reinforcement for the previous day's lesson. However, the program was inflexible (you could not move back and forth through the program) and in some areas was too much like an arcade game. The students wanted to "race" against the clock instead of practicing the keyboard.

> "The question is no longer should keyboarding be taught in the elementary school, but rather when it should be incorporated into the curriculum. . . . It is imperative that keyboarding be taught by certified Business Education teachers. . . . Many elementary teachers view keyboarding instruction as an intrusion into their already crowded curriculum."

I met with each group a total of 14 times. The alphabet was introduced, but no time was available for reinforcement practice.

These eight- and nine-year olds were able to make the alphabetic reaches without too much difficulty. However, reaching for the "Return" key was a problem for some students with small hands and short fingers. The students needed constant monitoring and encouragement. They quickly became bored with the routine drills. Word games and short answer questions were used to break the routine. Their concentration became weaker after 15 minutes. At this age, I feel any time spent after 20 minutes would probably be nonproductive.

No official timings were given; unofficially, the students were typing between 5 and 12 words per minute. They looked at their fingers when they knew they were not being watched; some did not have the patience to master the touch method without peaking. However, they all used correct fingering.

After teaching this course, I felt it was necessary for me to discover what other teachers had experienced, at what age level keyboarding was being introduced, and how successful the programs were.

What Is Keyboarding?

Before a determination can be made as to who will teach this course and at what grade level it will be introduced, it is necessary to define the term keyboarding. The Policies Commission for Business and Economic Education Statement (Policies, 1984) defines keyboarding as "the act of placing information into various types of equipment through the use of a typewriter-like keyboard" (p. 8). Jackson and Berg (1986) define keyboarding as "learning the correct manipulation of the keys on a computer/ typewriter keyboard and using that keyboard for basic data input" (p. 8). Kaser (1984) describes keyboarding as "a short course which concentrates on the learning of proper techniques and the development of speed on the keyboard" (p. 16).

Keyboarding emphasizes the touch method and correct techniques for operating the keyboard. It is not typewriting. "Typewriting and keyboarding are NOT synonymous. The focus of a keyboarding course is on input rather than output" (Policies, 1984, p. 8). "Typewriting is the continued development of keying skills and the use of those skills to produce output in a variety of applications, such as in the creation of letters, memoranda and reports" (Jackson and Berg, 1986, p. 8).

When Should Keyboarding Be Introduced?

The question is no longer should keyboarding be taught in the elementary school but rather when should it be incorporated into the curriculum. There is much evidence to suggest that keyboarding can effectively be introduced in the early elementary grades.

A study (Palmer, 1989) done with first graders in the Fort Knox Community School District resulted in typing speeds of 4 to 7 words per minute. When compared with the average first grade handwriting speed of four words per minute, these speeds seem appropriate. It was observed that delaying keyboarding instruction until the third grade would probably result in a higher level of skill.

The Policies Commission statement on keyboarding emphasizes the need for developing keyboarding skills in all students. No reference to grade level was expressed but the Commission believes "students should develop keyboarding just prior to the time they will apply the skill" (1984, p. 8). The focus in elementary schools should be on the development of touch typing.

Kaser (1984) developed a summer school course for two age groups, K-3 and 4-6. The class met 55 minutes each day for six weeks. Kaser reports that, of the K-3 group, "third graders were the most capable of this group in accomplishing the necessary goals of a keyboarding course. Approximately 75 percent of the third graders could type without looking at their hands" (p. 16). He also feels that the K-2 age group "is too young to get many benefits from a keyboarding course" (p. 19).

A study to determine if there is a significant difference between the level of keyboarding competency of second and third grade students after completing three weeks (twelve 30-minute sessions) of instruction was conducted by Behymer and Echternacht (1987). Based on 80 students, 38 of whom were in the third grade, the authors concluded that "third grade students achieved significantly higher gross-words-a-minute speeds than second grade students." They found second grade students to be easily distracted, and their limited attention span did not allow for adequate practice. Based on the results of this study, the authors believe that third grade students can benefit from keyboarding instruction (p. 32).

Jackson and Berg (1986) also believe keyboarding should be taught prior to required use for data entry. "Prior to third grade, the goal of instruction may simply be to aid students in locating keys on the keyboard." Beginning with the third grade level, "Formal development of correct technique should be introduced, focusing on the alphabetic keys. Third grade students are physiologically ready to learn keyboarding . . ." (p. 8).

The Michigan State Board of Education (1987) in the document "Essential Goals and Objectives for Computer Education" sets forth a suggested integrated computer curriculum and suggested grade levels for introduction. It is suggested that between grades kindergarten and three "the learner will demonstrate keyboarding skills, . . . enter text into the computer using a word processing program, edit the text entered, and print the created document" (1987, pp. 7-8). The Gibraltar School District, through the Technology Committee, established grade three as the level to introduce touch keyboarding. However, the students in the district begin using computers as early as kindergarten.

The software being used in the early grades was evaluated to determine the necessary keyboard input to operate the program. Most of the software being used in grades K-3 did not require alphabetic input; however, some grade three software did require the student to respond in words and phrases. By exposing the student to proper keyboarding technique before it is actually needed, the chance of developing incorrect keystroking would be greatly reduced.

Who Will Teach Keyboarding?

It is imperative that keyboarding be taught by certified business education teachers. We cannot allow classroom aides or uncertified elementary teachers to assume the role of keyboarding instructor for several reasons:

1. Elementary teachers, many of whom do not know the touch method of typewriting, do not have the educational background or applicable skill to enable them to instruct introductory keyboarding. A recent article written by a fourth grade teacher (Binderup, 1988) describes a "quick and easy method" of introducing the keyboard to elementary students. In only four lessons the students are introduced to the alphabetic keyboard. Lesson 1 introduces the home keys and the reaches for the remaining keys. Lesson 2 has students learning the seven left-hand keys with the suggestion that they "sit on their right-hand to keep those fingers from working keys they are not supposed to work" (p. 32). Lesson 3 reviews the previous lessons and presents nine letters, which are all right-hand letters. Lessons 4 and 5 continue in the same manner until all keys have been formally introduced. The author suggests that after Lesson 5 computer software packages could be used.

The author had good intentions and should be commended for her enthusiasm towards keyboarding. On the other hand, the business educators in her district should be held accountable for their lack of input into the elementary program.

A recent survey of elementary teachers regarding their perceptions of and use of keyboarding and computers was conducted in North Dakota (Prigge, 1988). Of the 329 surveys returned, 293 teachers (89%) knew the touch method of typewriting; however, only 12% taught the touch method to their students. Almost one-third of those who are teaching the touch method and nearly one-half of those who are not teaching the touch method do not feel qualified to do so.

2. Many elementary teachers view keyboarding instruction as an intrusion into their already crowded curriculum. If they are forced to add keyboarding to their teaching assignment, some will do a fine job, but others will pass a negative feeling towards keyboarding to their students. The Fort Knox Community School District instituted a first-grade microcomputer keyboarding program which involved all of the district's elementary schools. Palmer (1989) states, "a positive attitude on the part of the school's staff appears crucial to the program's success. The business teacher (involved with the program) indicated that students' behavior and keyboarding skills appeared related to their first-grade teachers' attitude regarding the microcomputer keyboarding program. The classes with more enthusiastic teachers tended to make better scores on their timed writings" (p. 15).

In 1988, the Technology Committee of the Gibraltar School District recommended that keyboarding be taught beginning with the third grade. The elementary representatives on the committee expressed their concern for the lack of classroom time needed to initiate this program as well as for their being put into a position of teaching a technical subject with which they were unfamiliar. The committee agreed on the importance of teaching proper keyboarding and recommended to the school board that only a certified business teacher be in charge of the program.

3. We cannot allow uncertified and/or non-teaching personnel to take jobs from certified business teachers. As a profession, we must believe that we are the only teachers with the expertise and the educational training necessary to teach keyboarding. When we relinquish keyboarding to an aide or an elementary teacher just because we are not elementary certified, or worse, just not willing to make a change, this reinforces the negative theme that "anyone can teach keyboarding." It would follow that the next step would be uncertified personnel teaching keyboarding at the secondary level—if it works for elementary, why not secondary? Teachers need to be concerned with keeping certified teachers in the classroom and not having them replaced by a computer program and noncertified personnel.

When Will Keyboarding Be Taught?

Should keyboarding be taught as part of the curriculum? as a summer school course? or after school? This issue needs to be faced and a decision made by each district. It is important that business teachers encourage incorporating keyboarding into the regular school day. Classes taught after school or during the summer session will not reach each and every student, which is the goal of the Policies Commission. By incorporating keyboarding into the curriculum, credence is given to the activity. It then becomes permissible to require students to use their skill for classroom assignments.

Materials Available

There are very few textbooks available for teaching elementary keyboarding. The only elementary text available at this time is **Computer Keyboarding, An Elementary Course** published by South-Western Publishing Co. The text is attractive, small in size making it easy to use with a computer, and presents the alphabet in 15 lessons. The beginning of the text highlights terminology and presents in picture form the most commonly used computers in the classroom. However, there is nothing new in this textbook. As a matter of fact, they use what appears to be an IBM Selectric typewriter to display finger positions and no mention is made of the 10-key pad when presenting the numbers.

There are a number of typing tutorials available, some of which are designed for the elementary grades. It is important that a knowledgeable person preview the software before it is purchased. Often the Parent and Teacher Association purchases computer software for the school based on a brochure or catalog description. All too often this software sits on the shelf because it is inappropriate for the grade level or too difficult to use.

Conclusion

Keyboarding should be established as part of the elementary curriculum and should be taught by certified business teachers. A complete program for K-6 should be designed, and keyboarding should be taught before it is to be used by the students. Each school system should establish a uniform method for previewing software. All typing tutors should be previewed to determine the appropriate grade level and flexibility of the program.

I did not address the issue of training elementary teachers to teach keyboarding because I do not feel this would be beneficial to the student or the profession. "Business education teachers have the responsibility of: Promoting keyboarding courses in their institution . . .[and] providing instruction for this course" (Policies, 1984, p. 8).

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References for Issues are found on page 9.

ATTITUDES . . . continued

the lack of quality in products of the workplace. In many cases, the Government is an area where the prevailing attitude is lackadaisical at best, and re-doing the job is easier than producing quality the first time around. After all, under certain types of contracts, the supplier will be paid for doing the job over if it is not right the first time.

An invisible component of total cost, and by-product of poor attitudes, is "rework" in one form or another. Rework is described as an activity that would have been unnecessary if the process had been correctly implemented in the first place.

The result of quality problems has reached crisis proportion in the Department of Defense where millions of tax-payer dollars have been spent due to delays on contracts, rework of products, and defaults.

To meet Government criteria for award to the lowest bidder, contractors have low-bid to win the contract, but could not then perform. As newspaper headlines blast contractors for outlandish costs associated with Government contracts, what is generally not mentioned is that every contractor has a government counterpart who must approve modifications and who negotiates costs, terms, conditions and technical parameters to which the contractor conforms.

The Government is now moving away from awards based only on low bidding and is looking to the reasonableness of cost and ability to perform.

Attitudes as Symptoms of Quality Problems

What are the specific attitudes that the Total Quality Management approach identifies as contributers to quality problems? Many are management attitudes which set expectations under which others work.

Ingle (1986) cites a number of management myths indicative of quality problems, like "Workers make all the mistakes," and "Quality costs money." Ingle says, "If success is achieved, the credit is taken by the administration; however, failures are attributed to the behavior of the employees." Management generally believes that "improvement in quality is . . . a heavy financial risk." This leads to short-term "fixes," not long-term change.

Short-term thinking may, in fact, create problems of quality (e.g., rework, customer complaints, lost items, and incorrect billings) because the message conveyed by quick fixes is one of ambivalence and little concern for the futures of all those in the system.

Deming (1986) stresses that workers should not be blamed for system faults over which they have little or no control. Similarly, students are not to blame for the problems and failures of the education process. Quality problems are inherent in both systems.

Table 1
The Eight Concepts of Total Quality Management.

1. Requirement for top management leadership.
2. Need for a new system of management.
3. Development of prescribed improvement plans.
4. Use of statistical methods of quality control for improvement.
5. Need for suppliers to have quality improvement programs.
6. Quality's direct relation to productivity and inverse relation to cost.
7. Quality as everyone's responsibility, spanning **all** functional areas.
8. Importance of satisfaction of customers, both internal and external.

Total Quality Management Approach

Economic survival in the future will be based on quality as an integral part of everyone's production and not just a buzzword that is given "lip service" for effect.

To effect a return to product reliability and quality, the Department of Defense is implementing a program called Total Quality Management (TQM). Based on the works of Deming and others (see references), the "quality movement" emphasizes organization-wide control of quality and elimination of waste and rework.

Eight elements are common to the works of all these quality experts (see Table 1), but a key idea is that quality is everyone's responsibility, spanning all functional areas.

Four categories of activity form the heart of TQM for achieving quality and excellence:

Awareness of the need for inherent quality

Responsibility for quality performance

Methods for planning, organizing, and implementing which produce continuous improvement

Commitments to developing human resources

Adopting TQM is a signal that management intends to stay in business and aims to protect the interests of investors, employees, and taxpayers. The activities of the quality management cycle constitute "management's new job."

Beginning with Attitudes in Education

In the United States, the concept of "acceptable level of quality" has been understood by some to be just enough to "get by." Students may believe that their "just enough to get by" will see them through school. This is a dangerous and outmoded attitude for students, as the quality of their education has a direct bearing on their later employment opportunities.

Table 2 identifies some of the attitudes that have greatest impact on quality of performance and suggests responses to these attitudes. Those responses reflect attitudes that teachers and administrators must exemplify.

Supported by specific management principles, these responses to negative attitudes lead to quality and productivity.

Conclusion

As teachers see students who lack basic skills of reading, writing, problem solving, decision making, written and oral communications, so do business men and women see applicants in the workplace who lack skills to meet minimum standards of productivity. Our students must be nurtured and guided to "I can do it" and "I care" attitudes. They must be made aware of the requirements and responsibilities that lie ahead of them. They must be challenged in positive, rewarding ways to develop the attitudes that tomorrow's (and today's) employers need.

Working with attitudes is one part of TQM. There are, however, other actions required. Part II will outline the principles that guide TQM and their application to business education (and education in general).

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References for Attitudes are continued on page 9.

Table 2
Developing "Quality" Attitudes

Symptoms of Attitudes	Impact on Quality of Performance	Suggested Responses by Teachers and Administrators
Accuracy is not important.	Errors that indicate low quality of the product and the employee. Drop in customer confidence. Loss of company and individual pride.	Set, disclose, and maintain high **achievable** standards. Make persons responsible for output. Provide resources to help individuals achieve standards. Demonstrate accuracy.
"It's not my job." "I don't get paid for that."	Indicates lack of caring. Demonstrates lack of pride. Shows a "me first" view.	Promote team effort. Show pride in group effort. Reward industriousness. Stress importance of individual contribution to the whole. Stress "only as strong as weakest link" theory.
Due dates are ignored.	Lost money to businesses. Lost opportunities for more business.	Assign and maintain requirements. Be punctual. Reward positive performers. Maintain schedules. Encourage timeliness.
Production is substandard.	Means that standards can be ignored resulting in low, inaccurate productivity.	Expect quality. Accept only quality and reward it. Demonstrate and provide examples.
Appearance is unkempt.	Reflects poor self-image. often productivity reflects how we perceive ourselves.	Set examples of "dress for respect" regardless of the job. Educate on the benefits and possibilities of professional appearance. Enlist support of teachers and administrators across all disciplines to provide professional examples.
Work area is cluttered, disorganized.	Can result in missed deadlines, lost papers, duplication of effort. Shows poor management of time.	Set examples for work area. Offer suggestions and educate on the benefits of an organized work area. Role play character situations.
"If it ain't broke, don't fix it."	Promotes status quo. Defeats ambition. Stifles creative thinking. Promotes inefficiency.	Encourage and reward new and better ideas arrived at through problem solving and creative thinking.
"It's okay to do as long as I don't get caught."	Supports dishonesty. Encourages low productivity.	Be involved in setting standards. Provide guidelines and follow up to ensure that requirements are met.
"I can't do it." "I tried . . ."	Settles for mediocrity. Supports negative self-concept; ensures never realizing an individual's potential.	Provide positive motivation. Do not accept anything but a "CAN DO" approach.

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MBEA EXECUTIVE BOARD PROFILES

DARRYL W. PETERSON
MBEA VICE PRESIDENT BUSINESS AND FINANCE

Darryl Peterson is the business education teacher at the Hillman High School. He graduated from Northern Michigan University in 1969 and has taught at Hillman since that time. He received his M.B.E. from Central Michigan University in 1982.

Over the past twenty years, he has become involved with many different approaches to teaching and enjoys the students and the profession. He has taught keyboarding, accounting, office practice, consumer math, and other related business courses. He has also taught part-time at Alpena Community College.

He has been involved with various professional organizations, including MBEA, NBEA, Delta Pi Epsilon, Alpha Kappa Psi, and the local Chamber of Commerce. He formerly served MBEA as secretary and as regional representative for northern Michigan.

He is currently serving his second term as Hillman Township Treasurer, and formerly served a term on the Hillman Village Council. He is presently the chairperson of the Hillman Fire and Ambulance Board, an officer in the Lions Club, and a member of several local organizations. He is also self-employed as a tax preparer.

When there is time to relax, he enjoys a vacation traveling wherever the car desires to go. He is single and lives in Hillman. He is looking forward to again serving the membership of this fine organization in his newly elected position as Vice President for Business and Finance.

JEANNE A. MALLAK
MBEA VICE PRESIDENT PROFESSIONAL SERVICES

Jeanne Mallak holds the bachelor's and master's in business education from Central Michigan University. She is currently working toward the MBA degree at Saginaw Valley State University and a bachelor's degree in computer science at Northwood Institute.

She joins the faculty at Delta College this fall as an office education systems instructor. Most recently, Ms. Mallak chaired the Office Systems Management Department and served as assistant professor of Computer Science at Northwood Institute. Prior to that she was co-op coordinator and business teacher at Carrollton Public Schools, adult education teacher at St. Clair Community Schools, and a business teacher at Memphis Public Schools. She has held several secretarial and bookkeeping positions.

Ms. Mallak is a member of the American Word Processing Association, Professional Secretaries International, National Business Education Association, Phi Beta Lambda, Delta Pi Epsilon, Saginaw Valley Area Region Co-op Coordinators, and many other groups.

History and travel are among her interests, with ambitions to "visit 12 more countries to gain membership in the Travelers' Century Club" (which means that Jeanne has already visited 88). She works with the Riverfront Restoration Volunteer Group and the Detroit Historical Society. When time permits, she adds "spending money, sailing, fencing, scuba diving, and snorkeling" to the list of her activities.

MARY F. SKINNER
REGION IV REPRESENTATIVE (K-12 SOUTHEASTERN)

Mary Skinner holds a B.S. degree from Michigan State University and the M.S. degree from the University of Tennessee. She began her teaching career in 1971 as a home economics teacher at St. Clair Shores Lakeview High School after successfully completing her student teaching there. After a declining enrollment layoff in 1981, Ms. Skinner was hired by Mt. Clemens Chippewa Valley High School as their data processing instructor.

At present, Ms. Skinner is teaching data processing and introduction to computers at Chippewa Valley High School. She is actively involved in the student vocational organization, Business Professionals of America, and is a member of their state advisory committee. She has also served as regional advisor and chaired and co-chaired three regional competitions during her seven-year involvement with this organization.

Ms. Skinner is currently enrolled as a graduate student in business education at Eastern Michigan University and hopes to complete her second master's degree by 1991. Ms. Skinner is also involved in her district's active in-service training in using computers as an enhancement tool for teachers and support staff at Chippewa Valley.

CAROLYN CLARK-FORD
MBEA REPRESENTATIVE JUNIOR AND COMMUNITY COLLEGES

Carolyn Clark-Ford presently teaches in the Business Department at Highland Park Community College. She is also the coordinator of the Tech Prep Partnership Program for Highland Park.

Carolyn earned her Bachelor of Business Administration degree at Detroit Institute of Technology, went on to earn two master's degrees (one in management from Central Michigan University and another in educational administration from Wayne State University), and completed her Ph.D. at Wayne State University in higher education with a business administration/management minor.

Carolyn's experience includes work as a training and development specialist with federal government employees to improve their employability and competency skills and in secretarial positions for such companies as Bendix Corporation, Rockwell International, and Chrysler. She has also taught at Wayne State, Jordan College, Detroit College of Business, and Wayne County Community College.

CAROL TURNER
MBEA REPRESENTATIVE FOUR -YEAR COLLEGES

As Associate Professor of Business Teacher Education at Ferris State University, Carol supervises student teachers, intern teachers, and students who are serving business internships in the world of work. She also teaches undergraduate and graduate classes in teacher training and occupational education.

A recent business and vocational teacher, Carol has taught at both the secondary and community college levels in Michigan and Tennessee. She served as Administrator for Career and

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Vocational Education at Birmingham Public Schools from 1975 to 1981. Tennessee Governor, Lamar Alexander, appointed Carol to the Job Training Coordinating Council when the Job Training Partnership was implemented.

She has studied work and education extensively throughout the U.S. and in England, Norway, Denmark, and Belize in Central America. She headed the first delegation of educators to the People's Republic of China by the Sino-American Technological Exchange in 1981. That same year she was named one of the "Top Ten Business Women in the United States" by the American Business Women's Association.

Carol previously served MBEA as chairperson of regional conferences, state convention local committee chair, and on the executive board.

NOMINATIONS FOR MBEA SECRETARY AND OTHER BOARD POSITIONS SOUGHT

As stated in September, the terms of the **President Elect** and representatives for **Northern Lower Peninsula, Southwest, and Private Business Schools** expire in June of 1990. Nominations for the position of **Secretary** are also sought:

SECRETARY (two-year term): The Secretary shall keep accurate minutes of the proceedings of all meetings of the Association, take charge of conference registration, and perform such other duties as may pertain to this office. The Secretary shall be bonded.

Please use the nomination form provided in the September issue to make your Executive Board nominations. If that form is not available, contact Dr. Helene Zimmerman, Chair, Nominating Committee (1405 Lincoln Court, Mt. Pleasant, MI 48858) or your regional representative. Nominations are due by November 30, 1989.

NOMINATIONS FOR MBEA TEACHING, RECOGNITION, AND SERVICE AWARDS

The September **MBEA Today** identifies the criteria for each MBEA award. These awards are important to you, your school, and to business education. Make your nominations by December 1, 1989, to Ms. Arlene Vlahos, Box 97, Bruce Crossing, MI 49912. You will receive a **Biographical Data Packet** to complete on your nominee by January 15, 1990.

CREATING . . .continued

and the Governor's Office on Human Investment, working in collaboration with the Department of Education.

Training Stations

If one of the major obstacles to connecting customers with services is the fragmented way that information is available, then a database of services and service providers available to all citizens of the State through many locations responds to that need. The "Training Station" will deliver a menu-driven directory of resources to the client.

Right now, 22 counties are participating in the development of the databases and the software required to make the information system complete and useful. Groups in these counties are gathering data on the resources in their respective counties; others are involved in software and hardware aspects of the system. Data from other counties is also being gathered.

The goal is a "user friendly" station which the general public can use to locate resources that are up to date and which are organized by the service provided, not the funding source. Information on contact phone numbers, locations, etc., would be readily available.

A training station is available from the Michigan Department of Education and will, according to J. Berry, be demonstrated at the MBEA State Convention.

Human Investment Fund

Meanwhile, what does the Fund do? Is it a monetary fund, a superagency, a replacement for 9 departments and 70 programs? The Human Investment Fund is none of these. It could be characterized more as a fund of management expertise and policy formulation, for it is a Board of Directors whose goal is to achieve consensus and coordination in the services that will prepare Michigan's workforce for tomorrow.

The Board of Directors is a group of decision makers from the major departments and agencies which administer (and will continue to administer) programs and funds. Through the consensus process, this Board is charged to develop and agree on the criteria by which to measure the outcomes of the diverse employment programs which exist. The Fund is a management system designed to eliminate fragmentation of services and ensure best use of resources administered by the various departments and agencies represented by the Board.

Will the Human Investment System Affect Business Education? If the question is about funds available to support vocational programs, the answer appears to be "no." The administration and sources of program funding are not changed. If the question is about accountability for instructional results , the answer is "yes," for we are in an era where educational outcomes matter. If the question is about articulation among levels of education, the answer is "yes," for employment preparation and retraining are life-long processes. If the question is about requirements for funding to be based on coordinating efforts of various service deliverers, the answer is also "yes." Duplication of services or gaps in services will be addressed in this new environment.

Chairman Powers' report (1989a) discusses a key problem with past outcomes of employment development efforts. He describes this problem as "creaming," selecting the easiest jobs to fill with the most readily employable individuals. The effect of this is that those with greater development potential are underprepared for the "less easy," but in the long-term, more vital jobs. Simultaneously, this leaves the hardest to serve unaided.

Most probably, those who deliver employment services will need to define what they really deliver. The Powers' report asks: Are providers in the business of readying individuals for the labor market through basic educational skills? Or are they in the job training business—upgrading the skills of the already employed, moving the unemployed into the labor market. No doubt these are relevant questions for business education programs, as we look at a curriculum which prepares individuals across many levels from K through post-secondary. Submitted by A. Remp and J. Berry.

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MBEA Today
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PLANNING INFORMATION FOR YOUR 1990 MBEA CONVENTION

MBEA 52d Annual Convention
Theme: Charting Directions for the Nineties and Beyond
Dates: March 29-31, 1990
Location: Stouffer Battle Creek Hotel
Convention Chairperson: Dr. Carol A. Johnson

Program: The January issue of **MBEA Today** will carry a tentative schedule of events, including special activities.

Convention Registration and Membership Application: The January issue of **MBEA Today** will carry the following forms:

MBEA Membership Application: The convention is open to all active MBEA members; 1989-90 dues must be current in order to register for the convention. For those who have not renewed their membership before the convention or for those who will become members of MBEA, the membership application will appear. The professional membership dues are $15. Other categories are listed on the application.

Convention Registration Form: The form for early registration by mail will list $25 as the convention fee for professional members. This fee is for those who register by mail by the date to be indicated. On-site registration for the convention is an additional $15. Plan to early register. The form will also list luncheons and their costs.

Stouffer Battle Creek Hotel Registration: The form for hotel registration will list the following options: Single occupancy ($72), Double (triple, quad) occupancy ($82), and Rollaway ($10). These rates are per night. Guest room rates are subject to a 6 percent tax in Battle Creek.

Although not available at this time for publication, **please plan for some additional expenses** depending on the other events you expect to attend.

Convention Chairperson: Dr. Carol A. Johnson, Department of Office Administration and Business Education, Northern Michigan University, Telephone: (906) 227-2900.

Stouffer Battle Creek Hotel: The largest full-service convention hotel in southern Michigan, the Stouffer Battle Creek Hotel is unsurpassed for guest accommodations, meeting facilities, and attentive service.

Location: You're in good company in Battle Creek. Kellogg's, Ralston Purina, General Foods, and a number of major corporations are within easy reach of the hotel. Stouffer's is accessible by car via I-94 and state routes M-89 and M-66. Shuttle service is provided to and from Kellogg Regional Airport (5 minutes away) and Kalamazoo Municipal Airport (25 minutes away). Amtrak also serves Battle Creek on the Chicago to Detroit route.

Located in the heart of downtown Battle Creek, the Stouffer Battle Creek Hotel is part of **McCamley Square**, featuring the **Kellogg Sports and Entertainment Complex** and **McCamly Festival Marketplace** with over 30 unique shops and eateries. Also next door is the Intermodal Transportation Center, a modern Amtrak, bus, and taxi terminal.

Restaurants and Lounges: Experience the turn-of-the-century restaurant, **J. W. Barleycorn's**, featuring an excellent menu selection for lunch and early dinner. With great entertainment nightly, it's the perfect place to meet and mingle. **McCamly's Roof** offers superb traditional cuisine and international favorites with a view 16 stories above Battle Creek. The **City Lights** lounge, next to **McCamly's Roof**, is a comfortable place to enjoy your favorite cocktail and entertainment nightly.

Recreation: For relaxation and recreation, Stouffer's offers heated indoor swimming pool, a whirlpool, two saunas, and a fully-equipped exercise room. For more invigorating play, racquetball and indoor tennis facilities are available close by. Or stay fit on the jogging trail through scenic **Linear Park**, directly across from the hotel. Golfers can also enjoy their game on the challenging courses in the area.

Meeting and Conventions: And, of course, the Stouffer Battle Creek Hotel provides both the accommodations and the meeting rooms necessary for a high-quality convention, as the MBEA 52d Annual Convention promises to be!

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MBEA Today

CONVENTION ISSUE

The Official Publication of the
Michigan Business Education Association

Volume LV Issue 3
January 1990

Dates to Remember

January 12-13, 1990 . . . MBEA Executive Board Meeting, East Lansing, MI

January 12-February 9, 1990 . . .Business Professionals of America* Competitive Events

January 20, 1990 . . . DPE Interchapter Meeting (Wayne State University)

February 21, 1990 . . . EMU Winter Vocational Conference (Ann Arbor Marriott)

March 16-18, 1990 . . . Business Professionals of America* State Conference (Detroit Westin Hotel)

March 25-31, 1990 . . . Michigan Education for Business Week (Senate Resolution No. 182 and Executive Declaration by Governor James J. Blanchard)

March 29-31, 1990 . . . MBEA State Convention (Stouffer Battle Creek Hotel)

*For information on Business Professionals of America, contact: Pat Pearson (1-800-VSO-MICH)

CONVENTION CORNER

Charting Directions for the Nineties

INSIDE THIS FINAL PRE-CONVENTION ISSUE:

MBEA Nominations (p. 3)
ConventionProgram (pp. 4, 7)
Tour Descriptions (pp. 5-6)
Workshop Information (p. 5)
New Convention Feature (p. 4)
Hotel Reservation Form (p. 7)
(Due March 7, 1990)
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(Pre-registration due March 16, 1990)
MBEA 1989-90 Membership Application Form (p. 12)
(Membership required for convention registration.)

Moving Toward Technology Education and the Business Education Cluster

by Mary H. Pettaway and Ron LaCross
Leadership Development Program, Ferris State University

Business education programs around Michigan have been the forerunners in educating students in technology, critical thinking, problem solving, and teamwork. This has primarily taken place through a traditional program delivery approach. The emerging occupations and the technological advances of our society dictate the need for business education to change from this traditional program delivery approach to one that is more flexible and adaptable to the needs of business, industry, and students.

Today it is important for students to have broad transferable skills that will allow them to enter the job market with more flexibility to function in new and emerging technological occupations. Statistics show that about 30 percent of the school districts in Michigan have developed a framework for the transition of technology education into the business education curriculum.

If business educators are going to prepare students to meet the challenge of the multi-faceted technological 21st Century, we need to take a closer look at another way to deliver instruction. Clustering is a delivery system that will lead business education into the future. It allows for modernization and revamping of the curriculum.

Cluster continued on page 8

The Advent of the Executive Workstation

by Lorelei Allaire

The term workstation means different things to different people. In general terms, a workstation may be defined as a computer configuration which allows the user to access multiple advanced operations such as windowing, multitasking, and comprehensive networking facilities. This could loosely include any system from a $100,000 engineering terminal to an enhanced cut-rate PC clone.

There have been clear distinctions thus far between workstations and personal computers. Workstations are built around a Unix operating system, which is an extremely powerful, multitasking system; whereas personal computers are largely DOS-based, stand-alone systems handling one application at a time. Workstations

Allaire continued on page 9

Loralei Allaire and Jane Cimo have completed business education certification at Eastern Michigan University.

by Jane Cimo

The executive workstation is considered to be the fourth major wave of the computer revolution. It follows the development of the mainframe in the 1960's, the minicomputer in the 1970's, and the personal computer in the 1980's. The advanced capabilities of the workstation, some of which are made possible by RISC (reduced instruction set computing) technology, have brought it to the forefront of the computer industry. The computer producers who are not already in the workstation business are trying to get into it, and a large scale war is in the making.

Workstations are typically used in networks by groups of scientists, engineers, and increasingly, business and finance professionals. These workstations are gaining in popularity because they bring a variety of new applications to the desktop. Two of the major new applications are enhanced graphic displays that make programs

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Marketing Education Loses a Leader and Friend

by Dr. Reva A. Bowser Gibson

On Monday, August 28, 1989 at 12:00 noon, the Marketing Education Program of the Detroit Public School System lost a great leader and friend when Adelaide Wortham, its supervisor, unexpectedly departed from this earth.

Adelaide began her employment and partnership with the Detroit Board of Education in 1972 when she was hired as a marketing teacher and later appointed to the position of Marketing Education coordinator. She immediately exemplified outstanding leadership qualities in this capacity and was promoted to the position of supervisor of Marketing Education.

As the new, energetic, enthusiastic and graceful supervisor of Marketing Education, Adelaide began to quickly distinguish herself in her determination to implement the following innovative thrusts:

1. The initiation of the "Black McDonalds' Scholarship" for students in the Detroit Marketing Education Program.
2. The creation of the partnership of the Marketing Education Program with the annual Ebony Fashion Show.
3. The creation of the "DECA Co-op Student of the Year Award."

Adelaide was a person who:

Chose not to ask to walk smooth
paths
Nor bear an easy load.
She merely prayed for strength and
fortitude
To climb the rock-strewn road.
She was given the courage to scale
The hardest peaks alone.
And she transformed every
stumbling block
Into a stepping stone.

Because of Adelaide's tenure and efforts with the Marketing Education program, we have been shown that, "Anything is achievable if you first believe and work hard to achieve." Adelaide Wortham will surely be missed.

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CHANGE OF ADDRESS: To ensure receipt of all MBEA mailings, please notify Mary H. Pettaway, MBEA Vice President for Membership, 19767 Cranbrook #211, Detroit, MI 48221.

REMOVAL OF NAME FROM MAILING LIST: Occasionally MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway.

PUBLICATION INFORMATION

Editor: Dr. Ann M. Remp, MBEA Vice President for Publications, 1988-1991

Publications Consultant: Professor David K. Gore, Eastern Michigan University, Ypsilanti, MI 48197

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Submit articles of 750 to 1,250 words following the **Publication Manual of the American Psychological Association** for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, December 1 for February, and March 15 for May.

CANDIDATES FOR MBEA OFFICES

Helene L. Zimmerman, Chairperson, MBEA Nominating Committee

The following slate of officers for terms beginning July 1, 1990, will be presented to the MBEA membership at the Annual General Membership Business Meeting on March 30 in conjunction with the Annual Convention:

PRESIDENT ELECT
KAREN NORMAN, Dean
Office Administration Department
Baker College, Flint

SECRETARY
Karen Hosey
South-Western Publishing Company

Additional nominees may be presented when at least fifty (50) active members present their signed petition to the Vice President for Membership for verification not less than ten (10) calendar days before the election. The names of these additional nominees will be added to the official ballot. MBEA members serving on the Nominating Committee are as follows:

Nancy Hogg, Davenport College
Brian Jentoff, L'Anse High School
Jeanne Mallak, Delta Community College
Doyse Thompson, Ypsilanti High School
Joan Most, Lapeer Area Skill Center
Tom Pleuss, Southfield-Lathrup High School
Harry Plouff, Mt. Pleasant High School

Special thanks are extended to Jeanne Mallak and Doyse Thompson who will complete a three-year term on the committee as of June 30, 1990.

In Memoriam
Adelaide Wortham

Adelaide Wortham, Marketing Education Supervisor for Detroit Public Schools for the last 11 years, died suddenly at the age of 58. A graduate of Wayne State University, Ms. Wortham had earned an advanced degree in curriculum development from the University of Detroit. She had been honored for her involvement in the United Negro College Fund and Ebony Fashion Fair. Ms. Wortham's professional activities included chairing a curriculum workshop for the Detroit Public Schools and participating in MarkED's LAP-development and test-item programs.

State Update

by Judith K. Berry, Business Education Consultant

Vocational Technical Education Service, Michigan Department of Education

Status of Computer Programming in the Vocational-Technical Education Curriculum

During the past several months formal inquiry was made requesting information about the VTES decision not to approve new data processing programs and drop it as a separate funded course in the future. Many of you may agree that as technology changes and a variety of sophisticated and specialized prepackaged software becomes available, there will be a decreasing need for many companies to employ their own programmers. Instead, companies will employ entry-level workers as technicians who will assume roles as microcomputer operators and troubleshooters. Teaching programmers is an appropriate role for post-secondary institutions.

Evidence of this changing role was verified two years ago when the VTES surveyed completers of the secondary Data Processing Program. It was found that few students were finding entry-level employment in programming. Entry-level workers were securing employment that required word processing, spreadsheet, and database management using a microcomputer. In the past, programming was emphasized when many companies used mainframe computers.

The above skills will be integrated throughout the new proposed business education curriculum in both the secretarial and the accounting and computing components. Therefore, the data processing

Update continued on page 9

MBEA Business School Spotlight

Sawyer School of Business Maintaining Excellence Through Tradition and Commitment

By Jan Waring
Private Business School Representative

The name "Sawyer" is recognized across the country for its longstanding commitment and service to business education. The first Sawyer School was founded in downtown Los Angeles in 1919. The founder, Ethyl M. Sawyer, guided the development of the Sawyer Schools for many years. During those years, a tradition of excellence in office training was established.

In 1975 the Sawyer School in Center Line, Michigan, was acquired by Midwest Schools, Inc. Since that time, the Sawyer School has been operated by Midwest Schools under the leadership of Joseph Belliotti, President, and Kathleen Bellioti, Vice President. The ownership changed, but the tradition and commitment have been carried on.

The Belliottis have brought great success to the school through an understanding of the significance of setting a good example. They have stressed to students that giving is as important as getting, and that what you earn in life is often in direct proportion to what you put into life. These personal philosophies have proven to be a great influence on many Sawyer graduates who attribute their personal success to the example set and the training received at Sawyer.

As the need for talented and skillful office personnel continues to grow, Sawyer is meeting the challenge. The curriculum is geared to the needs of both students and the ever-changing business environment. WordPerfect, WordStar, Lotus 1-2-3, dBase III+, and Desktop Publishing are all part of the course offerings. Concentration is not only on developing superior office skills, but on personal qualities such as courtesy, common sense, self-image, pride, positive attitude, and self-discipline.

Because of the school's dedication to excellence in education and the personal achievement of every student, MBEA is pleased to spotlight Sawyer School of Business for its contribution to business education.

NEW MBEA CONVENTION PROGRAM FEATURE

Friday Evening Entertainment

Cornwell's Dinner Theatre**
Dinner at 7:00 p.m. and
Curtain at 9:00 p.m.

Dinner Menu

Soup and salad

Turkey buffet: hot fresh carved turkey, mashed potatoes and gravy, turkey dressing, hot vegetable, cranberry relish, hot fresh baked rolls

Fresh baked selection of pies, all baked from Grandma Cornwell's recipes, especially famous for peanut butter pies

Play: "Stagedoor Canteen"

The play is a musical review of the romance and the heartbreak, the laughter and tears, the coming of age in America during the days of World War II.

Cornwell's Turkeyville USA

Cornwell's Turkeyville USA is a business run by the entire Cornwell family. It started with a booth at the Calhoun County Fair where Wayne and Marjorie Cornwell dished up samples of their home grown turkeys for others to enjoy. The idea was so well received that they opened a one-room eatery behind their Centennial farmhouse. The business over-flowed and grew into a large turn-of-the-century dining room serving specialty turkey items with a fresh air picnic area; old-fashioned ice cream parlor; fudge shop; "Ol' Granary" gift barn (the Christmas shop); the "Country Junction" offering a deli, bakery, and gift shops featuring items from ordinary to exotic; and an antique barn.

Pritchard Productions, Inc.

Based in Marshall, Pritchard Productions, headed by David M. Pritchard, is known throughout the state for quality theatre. With a ten-year history of producing theatre, the PPI client list has included the Caberfae Dinner Theatre, the Petosky Summer Theatre, Domino's Farms Theatre, and the Schuler's Mystery Dinner Theatre. In addition, PPI has produced or is producing children's theatre, Great Lakes regional tours, mystery dinner theatre, and other theatre/entertainment projects.

**** Seating at the dinner theatre is limited to 150. Space is available on a first-come, first served basis. Please pre-register early to ensure participation. You will be notified if space is not available to you. On-site registration for the dinner theatre is a possibility; ask about available space at the Registration Desk.**

CHARTING DIRECTIONS FOR THE NINETIES AND BEYOND

MBEA 52d Annual Convention
Stouffer Battle Creek Hotel
Battle Creek, Michigan
March 29 - 31, 1990

This program is subject to change—additions, deletions, and other alterations.

Thursday, March 29, 1990

9:00 a.m. - 12:00 noon **MBEA Executive Board Meeting**
10:00 a.m. - 5:00 p.m. **Registration**
1:00 p.m. - 4:00 p.m. **Tours** (Refer elsewhere in this issue for specific descriptions and times and pre-registration forms.)
- Kellogg Company Corporate Headquarters
- Argubright Business College
- Nippondenso Manufacturing USA

1:00 p.m. - 4:00 p.m. **Workshops** (Refer elsewhere in this issue for specific descriptions and times and pre-registration forms.)
- Concepts and Applications of Property and Casualty Insurance, Don Aschom
- Using the Michigan Vocational Education Resource Center's Electronic Information System, Tim McLaughlin
- Hands On SuperWrite, Carolyn Fleck

9:00 p.m. - 11:00 p.m. **President's Reception** (All convention participants are welcome.)

Friday, March 30, 1990

7:00 a.m. - 8:30 a.m. **Past Presidents' Breakfast** (By invitation only.)
7:30 a.m. - 5:00 p.m. **Registration**
7:30 a.m. - 6:00 p.m. **Exhibits**
7:30 a.m. - 8:30 a.m. **Continental Breakfast** (All convention participants are welcome; courtesy of MBEA and exhibitors.)
8:30 a.m. - 9:45 a.m. **Annual Business Meeting ; Opening General Session**
- Charting Directions for Business Education in theNineties, Susie VanHuss

10:00 a.m. - 12:00 noon **Hands On SuperWrite,** Carolyn Fleck
10:00 a.m. - 11:00 a.m. **Concurrent Sessions**
- Model Program and Mastery Learning for Marketing Education, Brenda Clark
- Using Performance Objectives to Teach Business Math and Calculators, Roy Contratto
- Using Microcomputers to Teach Keyboarding, Susan Switzer
- Techniques Used Versus Those Preferred by Business Executives to Create Their Written Communications, Frank Andera
- Restructuring Business Education, Judith Berry

11:15 a.m. - 12:15 a.m. **Concurrent Sessions**
- Strategies for Teaching Electronic Office Systems, Susie VanHuss
- An Orientation to Clerical State Civil Service Employment, Ron Moffat
- Basic Principles and Elements of Graphic Design for Desktop Publishing, James Godell
- Getting Started with Automated Accounting, Jack Tripp
- Course Building with Peaks Software, Katherine Manley

Program continued on page 7

WORKSHOP DESCRIPTIONS**

Concepts and Applications of Property and Casualty Insurance

This session offers a very basic approach to property and casualty insurance with an effort to develop an understanding and applications of these concepts. Presented by Don Aschom, Director of Insurance Programs, Michigan State University.

Using the Michigan Vocational Education Resource Center's Electronic Information System

This three-hour workshop includes (1) an orientation to the many services of the Michigan Career Education/Vocational Education Resource Center, (2) a demonstration of the electronic information system services available to Michigan's educators for accessing the Resource Center, and (3) a hands-on experience with the electronic information system. Presented by Tim McLaughlin, Michigan State University.

Hands On SuperWrite

You will be reading and writing this all-new abbreviated alphabetic system by the end of the session. Quick and easy to learn, there are no brief forms or phrases. Presented by Carolyn Fleck, South-Western Publishing Company

**** A limited number of people may participate in each workshop. Space is available on a first-come, first-served basis. Please pre-register early to ensure participation. You will be notified if space is not available to you. On-site registration for workshops is a possibility; ask about available space at the Registration Desk.**

TOUR DESCRIPTIONS**

Kellogg Company Corporate Headquarters

For more than 80 years, Kellogg Company has been strongly committed to both the quality of its products and to people. Their new corporate headquarters building is a symbol of this on-going commitment. A tour of the new workplace will reveal those features intended to enhance the efforts of Kellogg employees as they continue to pursue excellence in providing quality products for a healthier world. Design elements of their highly functional, harmonious workplace include open, informal office interiors; components of wood and fabric panels; glass atrium; test kitchens; fitness center; 204-seat auditorium; and exquisite artwork.

Two tours at different times are scheduled to Kellogg Company Corporate Headquarters. Your pre-convention packet of information will include meeting place and times for the walking tours.

Argubright Business College

Argubright Business College has been in Battle Creek for over 100 years. Their staff members will direct you on a walking tour of Argubright's facilities—classrooms, labs, and student lounge/study area. They will also orient you to the philosophy of their programs, their curriculums,

Tours continued on page 6

CONVENTION PRE-REGISTRATION

(Use reverse side to pre-register for Tours and Workshops.)

CHARTING DIRECTIONS FOR THE NINETIES AND BEYOND
52d Annual MBEA Convention
March 29 - 31, 1990
Stouffer Battle Creek Hotel
Battle Creek, Michigan

REGISTRANT INFORMATION

Name ________________________________

Employer (School or Business Name) ________________________________

Mailing Address ________________________________

____

Daytime Phone ____________________ Evening Phone ____________________

CONVENTION PRE-REGISTRATION (Available to MBEA members* only)

MBEA Member* Pre-Registration . . . . $25 ________

MBEA Student Member* Pre-Registration . . . . $ 0 ________

CONVENTION LUNCHEONS (Optional)

Friday Luncheon - MBEA Awards . . . . $15 ________

Please indicate your menu choice; if a choice is not included, chicken will be served.

________ Fish ________ Chicken

Saturday Luncheon - Student Awards . . . . $15 ________

FRIDAY EVENING ENTERTAINMENT (Optional)

Cornwell's Dinner Theatre . . . . $20 ________

A description of the evening is available in this issue.

________ Yes, I will need transportation to Cornwell's.

________ No, I do not need transportation; but I do need a map.

* 1989-90 Membership is still available. An application blank is on p. 12 of this issue.

Use the reverse side of this form to pre-register for tours and workshops.

TOUR AND WORKSHOP PRE-REGISTRATION

The Registrant Information and Convention Pre-Registration sections on the reverse side of this form must be completed in order to register for Tours and/or Workshops.

TOUR REGISTRATION (Available to convention registrants only)

A description of tours is available in this issue; space is available on a first-come, first-served basis. You will be notified if space is not available to you.

1:00 - 2:30 p.m., Kellogg Company Corporate Headquarters (1) ________

1:00 - 2:00 p.m., Argubright Business College (2) ________

2:00 - 4:00 p.m., Nippondenso Manufacturing USA (3) ________

2:30 - 4:00 p.m., Kellogg Company Corporate Headquarters (4) ________

3:00 - 4:00 p.m., Argubright Business College (5) ________

WORKSHOP REGISTRATION (Available to convention registrants only)

A description of workshops is available in this issue; space is available on a first-come, first-served basis. You will be notified if space is not available to you.

1:00 - 4:00 p.m., Concepts and Applications of Property and Casualty Insurance (6) ________

1:00 - 4:00 p.m., Using the Michigan Vocational Education Resource Center's Electronic Information System (7) ________

2:30 - 4:00 p.m., Hands On SuperWrite (8) ________

MAILING INFORMATION: Mail this form and a check made payable to MBEA to

Nancy Adams
MBEA Convention Registration
Argubright Business College
216 Old Kent Bank Building
67 West Michigan Mall
Battle Creek, MI 49017

Your convention pre-registration materials must be postmarked by March 16, 1990. Materials postmarked after that date may not be processed.

TOURS/Continued

the success of their graduates, and their plans for the future.

Two tours at different times are scheduled to Argubright Business College. Your pre-convention packet of information will include meeting place and times for the walking tours.

Nippondenso Manufacturing USA

Nippondenso Manufacturing USA is a Japanese-American plant located in the Ft. Custer Industrial Park. Nippondenso is the second largest automobile components manufacturing company and supplies every automobile company in the world. Nippondenso employs over 40,000 people worldwide with plants on every continent, including eight locations in the United States. Nippondenso features state of the art, "just in time" manufacturing. In addition to the tour of both the offices and the plant, the visit will include a movie and an actual presentation of a quality circle with a discussion of the quality circle concept.

One tour of Nippondenso Manufacturing USA is available. Your pre-convention packet of information will include meeting place and time for the tour of Nippondenso. You will be leaving the convention site on pre-arranged transportation.

**** A limited number of people may participate in each tour. Space is available on a first-come, first-served basis. Please pre-register early to ensure participation. You will be notified if space is not available to you. On-site registration for tours is a possibility; ask about available space at the Registration Desk.**

ELEMENTARY KEYBOARDING

by Ann M. Remp

Have you heard of the HERZOG SYSTEM OF KEYBOARDING? I had not before Judi Berry forwarded some materials for use in **MBEA Today**. The purpose of this brief item is to introduce you to some general concepts underlying the Herzog System, with the intention of providing a follow-up article in a later issue.

"Our SYSTEM," according to Stuart Herzog (1989), "is quick, efficient, very cost effective and brings keyboarding into the computer age. In the pilot city of Tucson, Arizona, this fall several thousand elementary students have already learned to keyboard in only 2 1/2 hours and are at composition speeds in a fraction of the time required by the traditional method.

"Our SYSTEM is so successful because it is soundly based on new biomechanical research, utilizes new learning psychology, integrates with other curricula, and utilizes a newly patented, scientifically designed hand-positioning device that makes the keyboard easier to learn and easier and more accurate to operate."

"Here's how the Herzog System works," says Francine Knowles (1989), writer for the **Tuscon Citizen**. "Five plastic 'hub keys' are placed over the D, K, 3, 8 and 5 keys on the computer keyboard. The hub keys have raised surfaces circling the letters, making them easily identifiable by touch. . . .

Keyboard continued on page 11

PROGRAM Continued

Friday, March 30, 1990

12:30 p.m. - 2:00 p.m. **Luncheon** (Tickets available through pre-registration.)
MBEA Awards Presentations
2:15 p.m. - 4:30 p.m. **Orientation to Speedwriting,** Myrna Messenger
2:15 p.m. - 3:15 p.m. **Concurrent Sessions**
Cooperative Learning Activities, Rose Ann Swartz
New Guidelines for Cooperative Education, Tom Benton
Beyond Technology: Teaching the "Other" Office Skills, Sue C. Rigby
Research Presentation: Telephone Features and Systems in Today's Businesses, Ann M. Remp, Yvonne Abela, Jacqueline Boyd-Clark, Patricia Dysard, Lena Fischer, Linda Sullivan
3:30 p.m. - 4:30 p.m. **Concurrent Sessions**
An Orientation to State Civil Service Employment for the College Graduate, Jesse Gonzales
Demonstration of Voice Synthesizer Software for the Visually Impaired, Roxann Curtiss
Child Labor Law Update, Marsha Bowers
Writing for Readability in Desktop Publishing, Christine B. Stigler
4:45 p.m. - 6:00 p.m. **Light Buffet** (All convention participants are welcome; courtesy of MBEA and exhibitors.)
7:00 p.m. - 11:00 p.m. **Cornwell's Dinner Theatre** (Tickets available through pre-registration; on-site arrangements can be made as space is available.)

Saturday, March 31, 1989

8:00 a.m. - 12:00 noon **Registration**
8:30 a.m. - 9:30 a.m. **General Session** -Christine B. Stigler
9:45 a.m. - 12:00 noon **Orientation to Speedwriting,** Myrna Messenger
9:45 a.m. - 10:45 a.m. **Concurrent Sessions**
Student Business Educators Discussion Session, Carol B. Turner
Basic Principles and Elements of Graphic Design for Desktop Publishing, James Godell
Computer Technology for the Nineties, James Scott
Planning, Organizing, and Implementing a Parliamentary Procedures Team for BPA Competition, Mary Pettaway
11:00 a.m. - 12:00 noon **Concurrent Sessions**
Motivating Yourself to Motivate Students, Tom Blackwell
Integrating Technology Into Your Curriculum with the Novell Network, Donna Aveck
Leadership Development Program (LDP), Stan Evers
12:15 p.m. - 2:00 p.m. **Luncheon** (Tickets available through pre-registration.)
Student Awards Presentations
Doorprize Drawings (You must be present to win.)

HOTEL RESERVATIONS

NOTE: This form is printed exactly as provided by Stouffer Battle Creek Hotel. March 29 is the first day of the conference.

Please complete and include first night's deposit with this form to guarantee your reservation. Your reservation will be confirmed upon receipt of your deposit. A credit card number with an expiration date will also guarantee your reservation.

Make check or money order payable to:
Stouffer Battle Creek Hotel
Mailing Address: 50 Capital Avenue SW
Battle Creek, MI 49017
Attn: Reservations

Organization: MI BUSINESS EDUCATION ASSOCIATION
Function: ANNUAL CONVENTION
Dates: WEDNESDAY, MARCH 28 - SATURDAY, MARCH 31, 1990

****All reservations must be received by MARCH 7, 1990**

Please reserve the following accommodations for: (type or print)

Name ____________________
Address ____________________
City, State, Zip ____________________
Sharing a room with ____________________
Home Telephone ____________ Work Telephone ____________
Credit Card # ____________ Exp. date ____________
Authorized signature ____________________
Arrival date ____________ Departure date ____________

Please check your preferred accommodations:

One person/one bed .... $72.00 plus 6% tax* ________
Two people/two beds ... $82.00 plus 6% tax* ________
Two people/one bed .... $82.00 plus 6% tax* ________
Triple-quads/two beds .. $82.00 plus 6% tax* ________

*Check-in time is 3pm and check-out time is 1pm
*If you wish to pay cash for your room a $20 cash deposit per night is required at check-in to cover incidentals
*Please do not send currency
*Roll-aways $10 plus tax additional per night

MICHIGAN BUSINESS EDUCATION ASSOCIATION

CLUSTER/Continued

Technology Education

At this point, a position will be taken that technology education will be the way of the future. A three-concept model can be utilized to describe the educational phases of a truly technology-literate American. The first box represents basic skills requiring a high level of competence in reading and math. The second level of development, or second box, represents technology literacy (front-end training). Before the individual develops the third level of technology education, an understanding, in principle, of the first two levels must be developed.

Education: **Public Sector** — **Training:** **Private Sector**

Basic Skills (Reading & Math) — Technology Lit. (Front-End Training) — Job Specific Training

Basic skills, or the first phase of technology education, are required education and must be publicly funded. The third phase or machine-specific training is up for argument as to who should fund it; public feeling exists that industry should foot the bill. The verdict is still out on front-end training (second phase) as to who should fund this area; some say it is personal enhancement and yet, to others, it is job related.

One cannot discuss technology education without another educational movement being addressed. That issue is clustering. First, let us reaffirm our understanding of the principle of technology education. The goal of technology-literate students is to be able to grasp a global picture of their technology-based world and be able to apply principles to their ever-changing environment. When we understand that we want a broad-based student, we can then begin to examine curriculum and see how its presentation must also be altered.

Definition of the Business Education Cluster

The Business Services and Technology Cluster is a competency-based vocational-technical program in which tasks with occupational similarity are grouped into a core, and where the student, after mastering the core tasks, moves into progressively more specific and/or advanced areas of instruction. By assuring that a high degree of curriculum task commonality exists, students can be prepared for multiple entry-level occupations in related fields with minimum duplication in the core curriculum.

Using the cluster concept to deliver business education prepares individuals for employment in a number of related occupations, rather than a narrow occupational field. Occupational custering is not a new concept, but very little has been done to put the concept into operation on a total vocational training level. Advances in technology, however, have forced educators to take another look at its advantages.

The cluster concept is not intended to be an in-depth preparation for any single occupation. The initial goal of the concept is to provide a broad field of employment opportunity for the individual. It also serves the very useful dual function of an exploratory experience coupled with direct occupational preparation.

The exploratory nature of the program is evident at two different stages in the individual's involvement in the cluster scheme. First, the fact that the individual has opportunities to study and develop skills and understandings related to several occupational pursuits provides the means whereby he or she may explore a number of occupations to determine the areas that have the greatest appeal or compatibility. The second element of exploration is related to the concept of self-exploration as opposed to the usual idea of occupational exploration. The "exploration of self" can happen only if the individual is confronted with a sufficient number of opportunities (or variables) by which he or she can begin to assess his or her interests, aptitudes, capabilities, likes, dislikes, strengths, and weaknesses. The effectiveness of the ultimate career or occupational decision is in large measure related to the extent to which the "self" is explored as well as the experiencing of things, processes, and work situations.

A competency-based program has the following benefits:

1. A student knows from the start what skills and knowledge must be attained.
2. The student knows in advance how well he or she must perform on all written tests and all performance tests to attain the required knowledge and skills.
3. The student will see exactly how he or she will be evaluated.
4. Student progress or performance is not compared to that of other students.
5. If a student has attained certain skills required in the program, he or she may demonstrate the attainment and begin focusing on skills not yet attained.
6. The student is able, without penalty, to go back over learning materials several times if necessary to attain the skill or knowledge.
7. The student can spend as much time, within reason, on a skill as needed to attain it.
8. If the student is able to attain skills easily, he or she may speed up progress through the program.
9. The student completes the program when he or she has attained all the required skills.

Conclusion

How the delivery system will operate will vary from district to district with many formats being acceptable for the delivery of technology education. One way which shows promise is the clustering teaching concept which will be a teamed concept in revitalizing traditional vocational education.

Technology education will be a change agent. For best results, clustering will have to be paired with technology education to infuse a higher and more diverse level of thinking on the part of our students. These two approaches to education are avenues for the work force to maintain and improve its status within the global marketplace.

Specialization (job specific training) is the element of vocational education that technology education is erasing. Specialized vocational education must begin to take sight of the connectedness and interaction with the whole experience of which the subject at hand is a mere fragment.

As the reader reviews the writing on clustering and technology education, the needs of today's employees must be kept in mind. The training of 1917 which had the potential to lead to narrowness and monotony within a career can no longer be subscribed to. Rather, in the 1990's, preparation for a vocation is a means of providing a broad and liberating education.

Selected Readings

Archer, F. C. (1968, November/December). Transition to a cluster plan, **Business Teacher**.

Balistreri, J. and Hammer, D. E. (1988, May/June). Technology education in Utah, **The Technology Teacher**, pp. 11-13.

Boucher, F. C. (1988, May/June). Increasing America's competitiveness through technology education, **The Technology Teacher**, pp. 3-5.

Clustering: Guide to implementation in vocational business and office education. (1985). Lansing: Michigan State Board of Education.

Maley, D. (1975). **Cluster concept in vocational education.** Chicago: American Technical Society, 1975.

Curriculum Project Update

Michigan Vocational Technical Education Curriculum Project

Editor's Note: This release was received in October, 1989, too late to be included in the November issue. However, because of its importance to business educators, it is being published now. Please note that some information is dated.

Funded by the Michigan State Board of Education, the scope of the curriculum project is indeed large. Fifty-four committees will be involved in developing, validating and field testing core competencies in 15 clusters and three courses. The project will deliver modules for each, in addition to a competency testing program, an automated directory of ACROS (Automated Cross-Referencing Occupational System), and a computer-based curriculum management development system. Wade Smith is the director of the curriculum project. Katherine Manley is the Ferris State University monitor and Laura Doneth is the curriculum development coordinator.

Ferris State assumes a leadership position as the project grantee for the delivery of products and is the fiscal agency for a 12-member agency consortium. Consortium members recommend procedures and activities during the project, implement field-based activities, attend monthly consortium board meetings, and serve on subcommittees as needed. Consortium members represent the overall interests and concerns of secondary and postsecondary vocational education in addition to their own individual interests as K-12, ISD, or community college representatives.

Agencies in the consortium are: Calhoun Area Vocational Center, Careerline Tech Center, Delta Schoolcraft ISD, Detroit Public Schools, Genessee Intermediate School District, Gratiot/Isabella Intermediate Board of Education, Mt. Pleasant ISD/Area Vo-Tech Center, Tuscola Intermediate School District, Wayne-Westland Community School District, Westshore Community College, and Ypsilanti Regional Career Technical Center.

Two consortium meetings have been held to date including a two-day planning retreat in August. A training session on computer-based curriculum software was held in September for the consortium members, VTES staff, and MSU Resource Center staff, at Ferris State University.

Business Services and Technology (BST) and Child, Geriatric, and Handicapper Care (CGHC) have been selected as pilots to test computer-based curriculum software for its possible adoption by Michigan. Curriculum teams have been selected, with BST meeting in September and GCHC in October. It is estimated that the Precision Production/Manufacturing (PPM) cluster and Technology Education (TE) course committees will be functioning by November. Redirecting the V-TE curricula is a tremendous challenge requiring teamwork and planning with a large number of people in various roles and levels of involvement. To address questions or secure additional information, call Naomi Bryson at (517) 373-8358.

UPDATE/Continued

component will be dropped from the curriculum as a result of the de-emphasis in programming and the integration of microcomputer applications throughout the curriculum.

Existing business data processing programs will continue to be approved until such programs will have had time to go through transition steps following development of new guidelines for business education programs. The phasing out of computer programming and business data processing programs will not occur without advance notice of at least two fiscal years. Technical assistance will be provided to assist in making these curriculum changes.

ALLAIRE on Workstations/Continued

offer a high performance level in the form of high-resolution graphics, windowing interfaces, 2Mb to 4Mb of RAM, and large hard disks (70Mb and up). (Rubin, 1988)

Workstation manufacturers, while following industry standards such as Unix and Ethernet, are largely independent of one another in developing network software, application software, and CPU design. The personal computer industry contains widespread standardization, which in turn allows consumers more flexibility in their configuration.

In the office environment, executive workstations are designed to provide senior management easy accessibility to the various forms of information they use daily. Input and output devices contribute to the executive workstation's versatility: Touch-screens, the mouse, light-pen tablets, voice recognition, and keyboards represent performance tools to the executive workstation. (Gross, 1987)

To assemble an executive workstation, one must evaluate what technology is available. As of early 1989, there are three major classes of commercially marketed workstations:

PC workstations, priced between $5,000 and $15,000

Traditional workstations, priced between $15,000 and $75,000

Super workstations, priced between $40,000 and $75,000

The "PC workstations" are personal-computer based with add-on peripherals suited to the user's needs. The "traditional workstations" are complete packages put together by their manufacturers which typically include the network, file servers, and workstations and are based on advanced computer technologies. They offer advanced distributed database systems, where dozens or even hundreds of users can access a large database. "Super workstations" involve extremely powerful, multitasking operating systems designed to consist of several workstations and one or more dedicated servers, network printers, and possibly minicomputers, as well as serving technical, engineering, and scientific applications. In one word, the difference between the classes is "power" (and therefore "price").

Another point for the executive considering a workstation must be ease of use: A busy executive does not have the time to master complicated programs with bulky manuals. Pull-down menus and thin manuals make systems "friendly" to executives. The executive must closely analyze his/her needs within the company environment when considering the executive workstation that will best serve his/her needs, both now and in the forseeable future.

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A RENAISSANCE IN BUSINESS EDUCATION

By B. Jean Hester
MBEA Representative
Business Teachers Club of Metro Detroit

A Renaissance in Business Education, the theme of the BTCMD Fall Dinner Meeting, has already begun. This was evidenced by the number of participants in attendance on October 20 at Mercy College. The middle schools were well represented; hopefully, this trend will continue.

President Gibson called the meeting to order and welcomed everyone. During the meeting, members were reminded that November is Career Development Month.

After the business portion, the following educators were honored for their outstanding achievements:

Dr. Fred Cook, Dr. John Kushner, Dr. Tommie Johnson, Dr. Celestine Mongo, Mr. Ray Kaczmarski, Mrs. Delores Cotton, Mr. Eddie Green, and Mrs. Lottie Maxine Jones.

As promised, mayoral candidate, Tom Barrow, visited us and gave a brief talk. He urged educators to continue to inspire young people to strive to stay in school and do their best. Congressman John Conyers also stopped in as we concluded the evening with dancing.

As for the future, our first newsletter, edited by Ella Jones, Cody High School, is scheduled for January. President Gibson is working on activities for the second semester that will continue the Renaissance in Business Education.

Executive Board of Business Teachers Club of Metro Detroit with Tom Barrow, Mayoral Candidate for Detroit.

MBEA FALL CONFERENCE ROUNDUP

by MBEA Region Representatives

Training for Success in the 1990's
Arlene Vlahos (Region I)

Ralph Holmes of Houghton-Mifflin opened the Region I conference, held on Friday, September 29, in Marquette, Michigan, with his address, "Training for Success." Judith Berry, Business Education Consultant for Michigan, addressed participants on changes in the state and the restructuring of business education programs. Throughout the day, participants visited exhibits, which included a computer demonstration. The conference was planned by co-chairpersons, Jane Blomquist of Gogebic Community College and Arlene Vlahos of Ewen-Trout Creek High School.

Dr. Ralph Holmes, Houghton-Mifflin author, addressing Region 1 participants.

Fall Conference Report
Gayle Prause (Region II)

The 1989 Fall Conference for Region II was held on Friday, October 13, at Central Michigan University in Mount Pleasant. The facilities of the new business complex in Grawn Hall were very comfortable for those attending the conference.

Dr. Richard Featheringham had three of his students, along with a graduate of the Court Reporting program, give demonstrations of the stenotype machine. The also explained the procedures for court reporting. Judith Johnson (Clare High School), the 1988 MBEA recipient of the Master Teacher of Secondary Business Education Award, gave presentations on tips for their success in the classroom. Tom Maxey from Consolidated Financial Corporation gave some valuable information on planning for retirements and how to invest money wisely.

The luncheon speaker was Judith Berry from the Vocational Technical Education Service, Michigan Department of Education. She had information to share concerning changes in certification for vocational education teachers. The conference ended with a drawing for several prizes.

Co-Chairpersons for the conference were Joy Hasselbring of Atlanta High School, Darryl Peterson of Hillman High School, and Gayle Prause of Grayling High School. Shannon Anderson, student teacher from Atlanta, Michigan, was in charge of registration.

Trends for the '90s
Charlotte Wasnich (Region III)

Eighty-four participants were hosted by the Kellogg Community College faculty at the Region III MBEA Fall Conference, held on October 27 in Battle Creek.

Starting early, a distinguished panel on job readiness spoke to the participants. Panel moderator Lee Austin, KCC instructor, introduced four business representatives: Rick Gschwend (Kellogg Company), Diane Hatley (EDGE), Marta Kwiatkowski (Upjohn Company), and Rosana Rodriques Spagnolo (W. K. Kellogg Foundation).

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Judith Berry, Michigan's Business Education Consultant, presented an update on trends on curriculum. Jane Hoelscher, Judy Huffman, and Patricia Weekley of the KCC staff presented a hands-on workshop in the College's new computer lab. They focused on teaching word processing from the simple to the complex.

The conference followed last year's successful format, with early registration combined with beverages and exhibit time. Exhibiters included DeGroot Office Technology, Gregg Division of McGraw-Hill Book Company, Smith's Business Equipment Company, and South-Western Publishing Company. Brunch in mid-morning allowed the group to move to the word processing workshop before noon. Co-chairing the planning committee this year were Jane Hoelscher and Charlotte Wasnich.

The panel on job readiness featured local and regional representatives at the Region III conference.

HELP: Happening for Educational Leaders and Partners

Mary F. Skinner (Region IV)

The Fall Conference for Region IV was held on Friday, October 20, at Oakland Community College-Royal Oak Campus. Judith Berry presented the keynote session on changes in the business education curriculum. Other sessions covered vocademics, 2+2 plans, and Business Professionals of America. Three business professionals presented a well-received panel on business partnerships. Participants selected three of six different sessions during the day. The conference was planned by co-chairpersons Jim Dresbach of the Royal Oak Schools and Mary F. Skinner of Chippewa Valley High School.

Business and Marketing Education: Soaring to New Heights in the '90s

Lilly Kelly Hall (Region V)

The 1989 Wayne County Fall Conference was a very successful event. It was held Saturday, November 4, at Detroit College of Business, Dearborn campus. Participants began the day with a delightful continental breakfast sponsored by South-Western Publishing Company and ended the day with a fantastic luncheon compliments of Detroit College of Business and door prizes.

During the general session, Judith Voiers of Cincinnati Creative Consortium, set the tone for the day with her challenging presentation, "Back to the Future." She reminded us that in order to prepare our students properly for the job market of the '90s, we must teach such basics as reading, writing, computation, oral communications, and teamwork, along with new technology.

Participants then had the opportunity to attend two of the following sessions: DOS Fundamentals presented by Beverly Taliaferro, Entrepreneurship presented by Charles Crissy, Listening Techniques presented by Judith Voiers, "SuperWrite"—An Alphabetic Writing System presented by Carolyn Fleck, Putting Recruitment Strategies to Work presented by Myrna Messenger, WordPerfect 5.0 for Word Processing presented by Ann Battle.

During the luncheon session, L. Maxine Jones, MBEA Past President, brought participants up to date on state activities and critical issues. Region V Representative Lilly Kelly Hall updated the group on MBEA activities.

The conference was planned by co-chairpersons Yvonne Snowden and Lilly Kelly Hall; JoAnn Johnson handled pre-registration.

KEYBOARD/Continued

"The system disregards the home-row method of teaching the keyboard and instead teaches it alphabetically, which is more logical for children who already know the alphabet."

Among the benefits to business education cited by the developers are these (Herzog, S. and Herzog, B., 1989):

Business Ed teachers are freed to teach advanced skills.

Proper technique is learned early and quickly.

Bad habits are prevented; rote drill is eliminated.

The use of computers at all levels of education is facilitated.

The illogical Home Row is eliminated.

The **MBEA Today** will try to follow up with information that business teachers will want to know.

CIMO on Workstations/ Continued

far easier to use, and sophisticated communications capabilities that allow people at different machines to share software and data.

Another new major trend in the workstation market is reduced instruction set computing, popularly referred to as RISC. RISC allows for lightning-fast microprocessing. RISC chips have drastically simplified designs when compared with conventional microprocessors. This simplified design allows programs to be run at double or triple the speed of older machines. Currently, most major computer makers are either selling RISC designs or racing to bring them to the market. Unisys, Data General, IBM, DEC, and the Japanese electronics conglomerate Matsushita are all entering the race. Three years ago most of these big companies viewed RISC as a fantasy. Now they recognize that it is a necessity. They cannot compete without it. (Gannes, 1988)

War is in the air in the workstation competition because the spoils are so great. Desktop workstations will be the driving force of the fourth great wave of growth in the computer business, which industry analysts are calling the era of network computing. The first wave came in the 1960's when the transistor made mainframes possible. Then in the early 1970's, the minicomputer era was touched off by the advent of the integrated circuit. The third wave, the personal computer boom, was triggered by the invention of the microprocessor (the computer on a chip). Now newer generations of advanced microprocessors—particularly those involving RISC technology—are propelling workstation-based network computing to the forefront of the industry.

Workstations do differ from personal computers (PCs) by more than just RISC technology. PCs are personal productivity tools that let people perform tasks like word processing and financial analysis. Workstations are designed to be linked to one another and to large computer networks that give them access to company files and databases.

At any rate, however one views the workstation and PC differences, one thing is clear: The workstation is the up-and-coming trend.

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MBEA Today

The Official Publication of the
Michigan Business Education Association

Volume LV Issue 4
March 1990

Dates to Remember

March 25-31, 1990 . . . Michigan Education for Business Week (See related article)

March 29-31, 1990 . . . MBEA State Convention, Battle Creek, MI

April 11-14, 1990 . . . 1990 NBEA Annual Convention, Reno, NV

June 20, 1990 . . . "Wide World of Business Education," Eastern Michigan University, Ypsilanti, MI

June 28, 1990 . . . 13th Annual Summer Conference, Central Michigan University, Mt. Pleasant, MI

July 22-28, 1990 . . . International Society for Business Education Conference, Barcelona, Spain

September 28, 1990 . . . MBEA Region I Fall Conference

October 12, 1990 . . . MBEA Region II Fall Conference

October 26, 1990 . . . MBEA Region III Fall Conference

November 3, 1990 . . . MBEA Region V Fall Conference

CONVENTION CORNER

Charting Directions for the Nineties and Beyond

March 29-31, 1990
Stouffer Battle Creek Hotel
Battle Creek, Michigan
SEE YOU THERE!!

If you did not pre-register for the MBEA State Convention by the March 16, 1990, deadline, you will be able to complete on-site registration in Battle Creek. Presenting confirmation that your 1989-90 MBEA membership is active will facilitate on-site registration. Please contact Dr. Carol A. Johnson (906-227-1498) for further information on the conference. If you did not send hotel reservations by the March 7, 1990, deadline, you will need to contact the Stouffer Battle Creek Hotel directly (517-963-7050).

KICK Leads to Good Keyboarding Skills for Kids

by Dr. B. Carol Turner

Dr. Turner is a business teacher educator at Ferris State University and Four-Year College Representative on the Executive Board of Michigan Business Education Association.

KICK that bad habit! Easier said than done! Right? If you have ever taught keyboarding, you will certainly agree. Believing firmly that keyboarding is taught best by business educators, Ferris State University has a community service program that attempts to head off youngsters' development of poor keyboarding techniques. There is no time to philosophize about who will teach the skill or about what age or grade level it will be taught. Throngs of youngsters are "playing" with micros, pecking or pecking their way to horrible keyboarding habits which will hamper them throughout their lives.

KICK continued on page 8

Herzog System of Keyboarding

Hub Keys and Alphabet Instead of the Home Row?

by Marilyn Lewis

Ms. Lewis teaches for Flushing Community Education and is a graduate assistant in the Department of Business and Industrial Education at Eastern Michigan University. She has undertaken a follow-up of the Herzog System of Keyboarding for MBEA Today and provides this progress report. The article is not an endorsement of the system.

Computers are here to stay! How—and when—are we preparing our students for this continually changing technology? Does this new technology demand new methods of teaching? at earlier ages?

Traditionally, computer keyboarding instruction has been taught by the "home row" touch-typing method. This method dates back to 1890 and was originally developed for typewriting instruction. Today, however, Barbara and Stuart Herzog from Arizona have devel-

Herzog continued on page 8

SHORTHAND: HAS ITS DEATH BEEN EXAGGERATED?

by Dr. Marcella J. Kocar and Dr. Robert Hoffman

Dr. Kocar and Dr. Hoffman are professors of business education in the Department of Office and Information Systems (formerly Administrative Services) at Central Michigan University, Mt. Pleasant, Michigan.

The demise of shorthand has been predicted now for several years. Word processing, the doomsayers say, replaced shorthand (even though word processing is a transcription technique rather than a technique for the origination of documents). Business education periodicals, which in the past devoted at least one article per issue to shorthand, have responded to the doomsayers; and shorthand is no longer a "hot topic." Before its death is recorded as history, some research must be conducted to determine the facts about shorthand. The results of one of these studies is reported here.

Population, Sample, Procedures

In an effort to determine the status of shorthand instruction in the secondary schools in Michigan, a questionnaire was distributed to a random sample of the 713 business education departments of all

Shorthand continued on page 10

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REID . . . continued

Mrs. Reid's expertise in teaching students is shown by the success her students have in obtaining scholarships, in competing in skill olympics, both locally and through instruction-based clubs (first Future Business Leaders of America, then Business Office Education Club, and now Business Professionals of America), and in receiving numerous awards and honors. Her students also enter the work force directly out of high school and are employed in prestigious offices throughout the Lansing area, including the State of Michigan, BOC, and many legal offices.

As an active member of her high school staff, she has been a staff development liaison person, on the United Way team, and a member of the Sexton High School Effective Schools Committee. She volunteered as football statistician and for track meet activities as well as serving on district- and county-wide education committees. In her spare time, she was also a Brownie and Girl Scout co-leader for over four years.

For Information on

BUSINESS PROFESSIONALS OF AMERICA

Contact Pat Pearson
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Submit articles of 750 to 1,250 words following the **Publication Manual of the American Psychological Association** for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, December 1 for February, and March 15 for May.

Introducing MBEA's Candidates for Office

KAREN NORMAN
Candidate for President Elect
Michigan Business Education Association

The Nominating Committee of the Michigan Business Education Association has placed Karen Norman's name before the membership for the office of President Elect. This important position is the first of a three-year term, during which, as president elect, the individual chairs the MBEA State Convention. During the second year, the individual becomes President of the organization, with its important leadership duties. During the third year, as Past President, the individual chairs the Crucial Issues Committee as well as continues to serve as active participant on the Executive Board.

Karen Norman is the Dean of the Office Administration Department at Baker College in Flint. She has served in this capacity for three years. Before becoming Dean, she was a full-time faculty member of the department for eight years. She has also taught business education for five years at Goodrich High School, Goodrich, Michigan. Her work experience includes five years of executive secretarial and administrative assistant work.

Ms. Norman was on the MBEA Executive Board from 1984-1986. She served as the junior college/community college representative at that time. When Baker College became a four-year business college, she resigned her Board position. Karen was Local Committee Chairperson for the 1984 convention, which was held in Flint. She also served on the MBEA Nominating Committee from 1987-1988.

Karen's education includes a B.S. from Western Michigan University in business education and the M.A. in education from Western Michigan University. She is currently working on the Ed.D. from Wayne State University. Karen was one of 28 teachers chosen out of 120 applicants for this off-campus degree where courses were offered in Flint. She has had 40 semester hours of classes and will be working on her dissertation.

Karen Norman has been a member of the Michigan Business Education Association and the National Business Education Association since 1971—20 years!

KAREN HOSEY
Candidate for Secretary
Michigan Business Education Association

The Nominating Committee of MBEA has nominated Karen Hosey to the membership for the position of Secretary. The position of Secretary is a two-year term, and the Secretary, in addition to a number of responsibilities specified by the Bylaws, functions as an active participant on the Executive Board and on subcommittees of the organization.

Some of you will recognize Karen Hosey as the District Sales Manager for South-Western Publishing Company and as a speaker at state, local, and regional conferences in Michigan. Some of you may also know that Karen has served on MBEA's Crucial Issues Committee and on the State of Michigan Business Education Technical Committee which has made input into the revision of the Business Education curriculum. Some of her other background includes:

She has been honored as "Outstanding Business Person of the Year" by the Detroit Public Schools Co-op Coordinators. She has been a speaker in Indiana, Kentucky, Mississippi, and Ohio, as well as in Michigan, on a variety of business education topics. She is listed in "Who's Who in American Education" (1987) and is a member of Delta Pi Epsilon, National Business Education, Detroit Business Teacher's Association, Marketing and Distributive Education Teachers, Michigan Vocational Coordinators Association, and, of course, Michigan Business Education Association. She has served as treasurer of the Southeastern Michigan Coordinator's Association (SEMCA).

Ms. Hosey is a 1982 graduate of Wayne State University. She received the MBEA Student Teacher of the Year Award, was inducted into the Golden Key National Honor Society and Pi Lambda Theta National Honor Society in Education. She has completed post-graduate work at Eastern Michigan University.

Her teaching experience has been in the Ferndale Public Schools, in both the junior high, where she taught typing, and in the adult education Job Club Program. She wrote the procedural manual for the Michigan Occupation and Skilled Training Program (MOST) and assisted in the program's coordination, implementation, and instruction. While at Ferndale Adult Education, she implemented the job development component.

SUE REID HONORED

1989 Vocational-Technical Teacher of the Year

At the fall Michigan Occupational Education Association (MOEA) meeting held in Lansing, Michigan, the **Philip T. Bailey Vocational-Technical Teacher of the Year Award** was presented to Sue Reid. Mrs. Reid was recognized for providing outstanding vocational-technical education programs for youth and/or adults in Business Education at Sexton High School, Lansing, Michigan.

Mrs. Reid is a member of the Michigan Business Education Association, National Business Education Association, MOEA, and Delta Pi Epsilon (Alpha Lambda Chapter, Michigan State University). She has been a business education classroom teacher for 22 years in the Lansing School District. To stay updated, Mrs. Reid attends workshops, seminars, conferences and conventions, and has been an active member of the State of Michigan business curriculum projects.

Reid continued on page 2

Sue Reid receives plaque honoring her as Teacher of the Year.

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THIRTEENTH ANNUAL CONFERENCE SCHEDULED AT CMU

The 13th annual summer conference sponsored by the Department of Office and Information Systems (formerly Administrative Services) will be held on Thursday, June 28, 1990, at the new Applied Business Studies Complex on the Central Michigan University campus.

The one-day conference will feature speakers from academia as well as industry. The one-week, one-credit course, "Vocational Education in Michigan: 1990," offered from 11:30 a.m. to 1:30 p.m. from Tuesday through Friday, June 26-29, and taught by Ms. Judi Berry, State Supervisor of Business Education, will include conference attendance. For more information, contact Dr. Marcella Kocar (517-774-3554).

WIDE WORLD OF BUSINESS EDUCATION

June 20, 1990, is the date of Eastern Michigan University's summer conference. Beginning with the keynote address, "European Economic Community 1992," delivered by John Litton of the U.S. Chamber of Commerce, the conference will include sessions on cross cultural communication, adult education, computerizing accounting, and business partnerships. The conference will also include a marketing education track, a feature of the conference since 1986.

The conference is co-sponsored by the Gamma Alpha Chapter of Delta Pi Epsilon and the Department of Business and Industrial Education. It will be held at the Radisson Corporate Education Center in Ypsilanti. Conference participants may enroll during the summer semester for a one-semester hour of credit coordinated with the conference. To have your name included on the mailing list or to ask about the conference, please contact Ms. Yvonne Abela through the Department of Business and Industrial Education at Eastern (313-487-4330).

INTERNATIONAL BUSINESS EDUCATION

ISBE INTERNATIONAL CONFERENCE

July 22-28, 1990, Barcelona, Spain

by Al Giordano, President U.S. Chapter International Society for Business Education

Although 40 percent of the delegates who generally attend an ISBE/SIEC Conference are from the United States, you can expect to meet business teachers from at least 18 countries.

MOEA UPDATE

Michigan Occupational Education Association

1991 Super Conference

by Sue Maxam

"Michigan VTE: A Force for Change" is the theme of the first annual "Super Conference" to be held August 14-16, 1991. This "Super Conference" will allow the Michigan Occupational Education Association (MOEA) to bring all affiliates together for large group meetings and still allow the affiliates to have their own sessions at the convention site. With a larger group of educators, national speakers are being recruited for keynote speeches.

Special family packages and recreational activities are being planned for spouses and children during the day, and evening activities are planned for all the family including golf tournaments and trips to nearby shopping spots or beaches.

Sue Maxam will be working on the MOEA convention program for MBEA and will coordinate with the MBEA President Elect who plans the MBEA State Convention. She will keep you informed of the MBEA portion of the MOEA program as well as the overall convention program. Any suggestions you have may be sent to Sue at: Hill Academic and Vocational Center, 5815 Wise Road, Lansing, MI 48911.

ISBE Continued

Each host country puts forth their best effort to demonstrate quality educational programs and institutions as well as their culture and customs. You can visit the most beautiful regional and national scenery—mountains and seashores; modern business and industrial enterprise; their music, dance, and theatrical accomplishments. Yes, even more—genuine friendships made during this one SIEC week often last a lifetime. Attend your first ISBE conference in Barcelona, Spain, and you will want to enjoy future conferences in England, Germany, Norway, Canada, France, and other enchanting sites.

Editor's Note: To find out more about ISBE and the international conference, contact the business teacher education department at your alma mater. Dr. Ray D. Bernardi of Morehead State University is coordinating such a group from July 18 through August 14 through Spain, Portugal, Gibraltar, Tangier in Morocco, in conjunction with the ISBE conference. More information can be obtained by writing Dr. Bernardi, UPO 937, Morehead State University, Morehead, KY 40351, or by calling 606-783-2389. Also see Eastern Michigan University's paid advertisement (page 12).

BUSINESS EDUCATION

A Special Interest Group (SIG) of the American Educational Research Association

by Sue Maxam

Sue Maxam, of Hill Academic and Vocational Center in Lansing, has also worked with the Business Education SIG of AERA. Because it is so important for all of us to know that business education research is disseminated through other national educational organizations, Sue has provided this information for MBEA Today.

The Annual Meeting of the American Educational Research Association will be held this year in Boston, Massachusetts, from April 16-20. A forum for sharing research and exchanging teaching ideas is the special interest group for Business Education and Information Systems Research. Through membership in the SIG, one can become actively involved as a reviewer of paper proposals being considered for presentation at AERA, a discussant at a paper presentation session, or a chair at one of the sessions.

This year's session is "Curriculum Strategies for Business and Information Systems" and will be on Tuesday, April 17. Chaired by Ken Martin, University of Cincinnati, papers presented will includetopics, such as: "The Impact of Office Technology on Administrative Support Workers in Minnesota," "Competencies for Information Systems Workers," "Effect of Prior Computer and Keyboarding Experience on Speed, Accuracy, and Technique of Secondary Typewriting/Keyboarding Students," "Using Survey Research to Design a Revitalized Business Education Curriculum," and "Instruction in Basic Academic Competencies Provided Business Students."

The membership fee for the SIG is $5. To join the SIG in Business Education and Information Systems Research, write Dr. Marcia Anderson-Yates, the Secretary-Treasurer of SIG, at the Department of Vocational Education Studies, Southern Illinois University at Carbondale, Carbondale, IL 62901. If one is interested in submitting papers for presentation at AERA, the necessary forms and procedures are usually found in the May issue of **Educational Researcher**, one of several AERA publications that AERA members receive. Proposals submitted for presentation at AERA are refereed. Each paper is evaluated by three readers. Papers presented at AERA will be critiqued by researchers. For the 1991 convention, papers may be submitted to Dr. Otto Santos, Jr., The Ohio State University, Room 325 Ramseyer Hall, 29 W. Woodruff Avenue, Columbus, OH 43210-1177.

MICHIGAN EDUCATION FOR BUSINESS WEEK

March 25-31, 1990

by Jan Waring, Chair
MBEA Promotions Committee

Due to a change in publication schedule, this article, prepared to reach you in February, will not reach you until March. Try to do what you can to use ideas for Michigan Education for Business Week and begin your preparations for National Education for Business Week.

Each year, MBEA promotes business education in the State of Michigan through observance of Michigan Education for Business Week. At the request of MBEA, Governor Blanchard has issued a proclamation that the week of March 25-31, 1990, be designated for this special observance. The Michigan Senate has also issued a resolution to designate the same week as Michigan Education for Business Week.

The aim of the observance is to raise public awareness of business education through highlighting its contributions to the economy and the futures of our Michigan students. We also want to raise student awareness that business education is a wise choice for the future.

Suggestions for Observance

1. Have an open house or reception for business professionals, business educators, alumni, and prospective students.
2. Plan a parents' night to promote your courses, to recruit students, and to sell business education.
3. Arrange field trips for students.
4. Bring in local business professionals to address your students and parents on business positions and opportunities for future employment. This could also work for a panel discussion.
5. Have students make appointments with two people who are doing the kind of work they want to do. Students interview those individuals on the job and report the results to the class.
6. Hold competitions among business students and schools. Plan a recognition/award dinner or program.
7. Plan activities within your school—a different event every day. Designate one day as Dress for Success Day.

Keep the Local Media Informed

1. Send news releases and articles on school-related activities to your local community newspaper.
2. Write up feature stories with photos. Send to your local newspaper and to **MBEA Today**!
3. Submit public service announcements to your local radio or television stations.
4. Contact your local television station for a spot on one of their daytime talk shows or on their local newscasts.
5. Write to your local mayor asking that March 25-31, 1990, be observed as Education for Business Week in your community.

It is imperative that the promotion of Michigan Education for Business Week begin early and that the momentum continue in full force through the remainder of the year. Business education is good enough to promote—it's up to us.

BUSINESS EDUCATION TRIVIA

Let's Have Some Fun

by Robert C. Panian

Professor Panian teaches in the Department of Office Administration and Business Education, Northern Michigan University, in Marquette.

Trivia games have become very popular in recent years. The games appeal to a wide audience of people by being both fun and challenging. Many topic areas have served as the subject for these games, so let's have some fun with this activity in Business Education.

A trivia game for Business Education can be used in a wide variety of ways. Some of these include our regular classes, social activities, youth organization meetings, or simply any gathering of Business Education students. Consider the following for a trivia activity:

Ways of Using the Game

Classroom

The trivia game can be an example of using a "variety of teaching methods." The game represents a change of pace from normal activities. It can be used on those days when students are distracted from regular class activities due to outside influences such as holidays or various special events. While providing a change in the normal routine, the games also represent a learning activity that is both fun and challenging.

Social

The trivia games idea can be an "ice breaker" at any type of social gathering. Selecting teams to compete against one another will allow students to meet and work with others. It requires them to cooperate in a game of friendly competition.

Youth Organization Meetings

Interest in student organizations will be enhanced by providing social opportunities or activities of a fun nature such as the trivia game. Many meetings seem to search for some sort of mixer or lighter moment when the business of the day is completed. The trivia game can fill that gap.

Levels of Games

The business education instructor can make the trivia game as easy or challenging as desired. Included here are some examples of questions that could be used. Three categories are suggested, and the answers appear at the end of this article.

Very Easy

This category of questions may be appropriate for the very first class taken by students in a business curriculum. Examples of questions from this category could also be used in the other categories to ensure that everyone answers some questions successfully. Examples of easy questions would include:

1. What is/are the name(s) of the business education instructors at your school?
2. What do the letters IBM stand for?
3. What finger is used to strike the space bar?
4. How fast must one type to pass this course? (This question may test the students' understanding of the course objectives.)
5. Who was one of the founders of Apple Computer?

This category of easy questions would be developed by the individual instructor to cover those items appropriate to the class. Make these trivial, make them silly, BUT make them so all can be answered easily.

Average

1. Who is the author of your textbook?
2. Who is given credit for developing the first practical typewriter?
3. Two men are given credit for developing the first dictating equipment—one also invented the phonograph; the other invented the telephone. Who are they?
4. What do the initials P.O.P., B.P.A., and O.E.A. stand for?
5. What machine is credited with bringing large numbers of women into business?
6. What do the initials J.C.E.E. stand for?

Trivia continued on page 12

STATE UPDATE

by Judith K. Berry

Business Education Consultant
Vocational Technical Education Service, Michigan Department of Education

Relationship of Business and Marketing Education

To clarify variations in understanding regarding the relationship of Business/Office and Marketing Education and to facilitate continued curriculum development, the following were developed jointly by Vocational-Technical Education Consultants in Business and Marketing and concurred with by the Program Development and Operation Unit Supervisor and Program Development and Special Populations Deputy Director for use in Michigan.

1. Marketing Education will continue to be a separate program area and not be encompassed within Business and Office Education in Michigan.
2. Curriculum in both program areas will be based upon competencies defined for each program area.
3. Marketing Education will continue to have its own comprehensive vocational certification.
4. Business Education curriculum development has resulted in a recommendation to create a comprehensive vocational certificate encompassing the areas of secretarial, accounting and computing, and data processing.

Curriculum Update

The latest draft of the Business Services and Technology Curriculum Framework Document was distributed at the Curriculum Consortium meeting and has been submitted to the Product Review Team at Michigan Department of Education-VTES. The Curriculum Framework Document is the first of three documents being developed for the new Business Services and Technology Cluster. There are seven sections in the Curriculum Guide.

1. Statement of Philosophy and Program Goals: The Statement is published in a separate section of this issue.
2. The Scope and Sequence (Career Ladder): The program core has been broken down into foundation skills and common business skills. This program core is described in a separate section called "Options for Program Delivery."
3. Content Coverage: This section will contain a course-by-course description.
4. Program Options: This section will emphasize instructional strategies for an integrated format. Physical layout of the classroom and facilities will be discussed.
5. Implementation Policies: This will provide a detailed description of how to begin a Business Services and Technology Program Cluster.
6. Identification of Teacher Qualifications and Competencies: The section will describe the new Comprehensive Vocational Certificate for Business Education.
7. Criteria for Excellence (Program Standards): The Business Services and Technology curriculum contains 13 criteria that a program would be required to meet. A program that wants to cluster would review their program against the criteria and develop an action plan. This process was modified based on the process created for Home Economics.

Once this Curriculum Framework Document is approved, it will serve as the basis for Awareness Workshops.

PHILOSOPHY AND PROGRAM GOAL OF BUSINESS SERVICES AND TECHNOLOGY

DEFINITION OF CONTENT AREA

Business Education is a vocational area encompassing preparation for life skills, pre-vocational fundamentals and occupational training in business services and technology. Business Education integrates basic education concepts with specific training in a myriad of work-oriented tasks for job placement for further education.

Business Education provides:

preparation for life skills related to business at all levels of education;

pre-vocational skills through specific courses;

business occupation preparation for those students entering the workforce;

courses meeting high school general education graduation requirements;

courses recognized as appropriate electives for college-bound students and accepted as meeting part of postsecondary entrance requirements; and

leadership experiences through Business Professionals of America.

THE CONTEXT OF SOCIAL AND TECHNOLOGICAL CHANGES

The world in which our students will be working as they exit high schools across our nation in the 1990's is a far, far different world from the one for which we are presently preparing them. The society which business education graduates will enter holds different characteristics from the industrial society for which existing business education programs are designed.

Today 20.5 million typists and secretaries are employed in our nation. Office personnel represent the largest single group in our work force. Between 1984-1995, according to the Bureau of Labor Statistics (BLS), office clerical workers are projected to add almost two million jobs and remain the largest major occupational group in the United States.

The immediate future represents a challenging crossroad for business education. We, as business educators, will have an opportunity to build on the historic strength already inherent in our business education programs and to demonstrate that we are on the leading edge of educational reform. In order to do this, it is of paramount importance that business educators look beyond the hallways and classrooms of education programs and grasp the vision at the end of those pathways . . . the world outside.

A great deal has been written about these changes which are taking place. In the much publicized report, **A Nation at Risk**, the National Commission on Excellence in Education recommends that education respond to these changes. Many other national reports, including **The Unfinished Agenda**, have pointed to the need for new school requirements. To remain viable, business education must either modify existing programs which were developed in response to the industrial society, or restructure, acknowledging the United States' evolution into a technological/information society.

The traditional role of vocational education, training a high school student to do specific jobs, runs counter to the recommendations of the national reports, which call for a coordinated curriculum that emphasizes the development of basic skills and thinking processes in order to prepare students for a variety of occupational possibilities. Often traditional vocational education programs do not offer students such preparation.

The philosophy statement continues to describe the technological, economic, and demographic changes that impact the restructuring effort in business education. This discussion is omitted.

MODEL CURRICULUM STANDARDS AND PROGRAM FRAMEWORK

As reflected in the above information, business education must be organized to meet the needs of all levels of people with aspirations for careers in business occupations. The new role of business education calls for the development of balanced programs that enable students to acquire broad, transferable skills for employment and personal use, as well as job-specific skills. In its new role, business education will provide students not only with minimal, entry-level job skills but also with the basic skills that will enable them to adapt quickly to the changing requirements of new technologies and to benefit from lifelong education and retraining opportunities. This document identifies the framework for Business Services and Technology (BST) . . . .

FOUNDATION. In this phase teachers will deliver, in an integrated format, basic concepts, knowledge, and attitudes and lay the groundwork for the next two phases. Among the most important of the broad, transferable skills needed by students are applied communication, applied mathematics, work habits, problem solving, decision making, critical thinking, management and leadership skills, career planning, and economics of work.

COMMON BUSINESS SKILLS. This phase will serve as the transition from basic learnings common to all students to more specialized concepts and skills. This phase should emphasize exploration and interests through hands-on experiences and provide opportunities to develop advanced personal, social, informational, resource management, and business technology-related competencies. Broad, transferable skills in this area include keyboarding, recordkeeping, computer applications, telephone skills, resource management, records management, and notetaking and study skills.

JOB SPECIFIC. In this phase, teachers will prepare students through a sequenced curriculum by job title for employment and/or for postsecondary instruction.

PROGRAM GOALS

This new direction will require modification in the role of business education to include—

-the establishment of a new vision of business education as an integrated and interrelated part of the overall education program for all students;

-the implementation of a series of core skills that is delivered to all students within the education system;

-a decreased emphasis on specialized training and a move toward a balanced program that develops broad, transferable skills as well as job-specific skills;

-modification of the funding approval requirements that allows for local district scheduling flexibility;

-a flexible delivery system that is in a competency-based format with measurable outcomes;

-the implementation of a comprehensive program evaluation system that includes both self-study and on-site visitation;

-a career guidance system that provides an individualized training plan for students that is based upon an analysis of individual strengths and interests;

-an expanded effort to implement co-op experiences for students;

-the development of a comprehensive accountability system developed in order to ensure that minimum program standards are met;

-an increase in inservice training provided to business teachers to enable them to carry out their roles in implementing the revised program;

-a major upgrading and expansion of business teacher education programs;

-equipment and facilities and supplies used in the business education programs representative of the current technology and applications of the business communities;

-a comprehensive teacher certification endorsement;

-an integration of Business Professionals of America (BPA) youth leadership development into all program activities;

-a systematic plan for promoting the business programs to students, parents, counselors, other subject-matter teachers, administrators, the business community, advisory committee members, and the general public; and

-an advisory committee, composed of representatives from employers, labor, management, students, parents, comprehensive high school and area career center staff, postsecondary institutions, and appropriate racial/ethnic minorities, is consulted in the design, development, operation, and evaluation of the business services and technology program.

OPTIONS FOR PROGRAM DELIVERY

The new and emerging role of business education calls for the development of a balanced program which enables students to acquire broad, transferable skills for entry and career-sustaining employment and personal use. In its new role, business education will provide students with sufficient basic academic and business skills that will enable them to adapt quickly to the changing requirements of new technologies and to benefit from lifelong education and retraining opportunities.

Therefore, the overall design of the Business Services and Technology curriculum is a two-phase coordinated curriculum which requires a core consisting of a set of foundation skills and basic business skills that are generic to all business occupations. The second phase groups job titles in a career ladder format and outlines options for occupational-specific preparation.

FOUNDATION SKILLS: Foundation Skills consist of basic skills of reading, writing, computation, problem solving and decision making. Students will be pre-tested at the beginning of the core to determine the level of mastery of these skills. Formal instruction on these skills may be required in the core. As students progress through the occupational-specific preparation phase, it is expected that the integration and application of these basic skills will take place.

BASIC BUSINESS SKILLS: Basic Business Skills are required for advancement into either the Accounting/Finance Component or the Management Support Component. Students are exposed to, and learn, the skills, concepts, attitudes, and understandings that are essential for advanced office instruction. By acquiring these basic business skills, the student is able to handle a variety of written communication styles and formats in business correspondence using word processing. Also the student will be able to handle a variety of methods used for maintaining numeric records of a business including accounting, inventory, statistical, and financial reports using an automated accounting system.

OCCUPATION SPECIFIC SKILLS: The final section of the conceptual model refers to occupational-specific preparation. Having progressed through the BST core, students will have the background required for intensive, in-depth instruction in a broad list of specific occupations. Many of these occupations require a high degree of skill or knowledge. To be successful in employment, students will continually call upon concepts and skills acquired in the earlier core as they complete the work related to specific work assignments.

HERZOG . . . continued

oped a new system to accelerate the teaching of computer keyboarding to people of all ages. This new method of teaching elementary keyboarding involves using special "Hub Keys" to reinforce finger position, instead of the home row. The hub is a cap placed on several keys of the conventional keyboard. The cap has raised "bumps" that allow the child to feel the key position. A videotape provided by the Herzogs demonstrates children's use of the hub key: The child's smaller hand pivots around a hub key (the letters D and K are two of the hubs) to make reaches to other keys. Unlike the home row, which uses the entire row as an anchor, the Herzog System uses just a few keys by which the child centers the left and right hands.

The Herzog System promotes teaching key positions according to the alphabet, a letter sequence already familiar to students. This system eliminates the random memorization of the traditional "home row." The videotape shows an elementary teacher dictating the letter "m" to children who then practice the reach. "M" has been sequenced after "l" in instruction.

To date, the System has been tested in grades three to six. According to the Herzogs, this keyboarding system can be accomplished in approximately eight and one-half to nine hours (rather than the 45 hours to learn the traditional "home row" method). Again, videotaped segments show children composing as well as transcribing from text using correct finger reaches and using the touch method. Children sometimes look at their fingers, but appear to have confidence in fingering without "peeking."

To validate some of these claims, several telephone interviews were conducted with some of those who have used or evaluated the System.

One individual cannot be identified lest her comments be viewed as an endorsement of the system. She is, however, in a credible position and participated in a field test of the system. In a recent telephone conversation with this educator, I was told that this new method has validity. The field testing involved students between the ages of 10 and 16 who had never had typing. The students received straight instruction for four hours per day for three consecutive days. At the end of the three days of instruction, the students were delighted! They could actually type **words**! This particular educator wrote, in a letter to Barbara Herzog, after the demonstration:

"It was a wonderful experience to see the students' progress as well as results after just three days! It was almost too good to be true; in fact, if I had not seen it in person, I would find it hard to believe. One of the most exciting things to observe was the response of the boys and girls. Not only did they spend their time on task, but their enthusiasm and sense of accomplishment w[ere] remarkable."

In addition to this favorable response, Mr. Herzog suggested I contact Janet Gandy, State Supervisor of Business Education in Arizona. According to Ms. Gandy, the Herzog System is being met with the following responses: "Oh my gosh! Now what am I going to teach?" to "Wonderful! Now I have time to implement additional instructional materials!" Ms. Gandy feels that this is a "wonderful" system, and it will have a significant effect on curricula.

Ms. Gandy recommended that I contact Mr. Lloyd Smith for an additional opinion. According to Mr. Smith, Business Education Department Chairman at Gilbert High School in Phoenix, Arizona, the Herzog System is "working for us." He originally saw a demonstration of this new keyboarding methodology at the 1989 Arizona Summer Conference. Being favorably impressed, he recommended that the School purchase enough Herzog packages for 35 typewriters.

During the first semester of the 1989-90 school year, Mr. Smith integrated the Herzog System into the typewriting curriculum. (In the past, a major publisher's keyboarding program was used for instruction.) The results at the end of the semester were so impressive that Gilbert High School purchased an additional 72 Herzog packages for use on their computers.

During this second semester, three teachers at Gilbert High School are implementing the Herzog System into their keyboarding instruction. Their general consensus for timed-writing grades thus far has been:

A	(30 wpm)	63%
B	(25 wpm)	26%
C	(20 wpm)	8%
D	(15 wpm)	4%
F	(0-14 wpm)	0%

While incorporating the Herzogs' alphabetic sequence for letter introduction, Mr. Smith has not noticed as many "hand watchers"! In fact, they have experienced a dramatic drop in "hand watchers"! In his concluding remarks, however, Mr. Smith points out that the Herzog textbook is not set up for 50-minute classes. Therefore, they supplement with their own materials.

One final comment that I would like to share with you is with regard to special needs students. Ms. Gandy just informed me that Sahauro High School in Tuscon is experiencing "incredible success" with the Herzog System of Keyboarding with their special needs students. I will update you in a future article on this "success" story.

KICK . . . continued

KICK for Kids

For the past three years, the business education "teaching methods" class has included at least ten hours of Keyboarding Instruction on Computers for Kids (KICK). KICK is an integral part of the ongoing business teacher preparation efforts at Ferris. The project is sponsored by Delta Pi, which is the Ferris State University Chapter of Pi Omega Pi (the national honor society for business education teachers). Since most business teachers are called upon, sooner or later, to teach keyboarding, we can justify spending considerable time and energy preparing competent future business educators to teach this valuable life skill.

The first of eight groups of community youngsters who participated in KICK were in the pilot group. The pilot course consisted of four sessions, two hours each. It was publicized for sixth, seventh, and eighth graders. However, an exception was made, and one younger female was allowed to enroll. Because her achievement was high, future classes were open to youngsters from eight to fourteen years of age. The pilot sessions were taught on four consecutive Saturday mornings by volunteers who were business education students; they received no University credit.

Duration of instructional time for the seven other courses ranged from 10 to 12 hours. These courses were taught in conjunction with the required methods course for business educators. For the past three summer quarters, the keyboarding course was taught on campus during the day. The other four courses were offered to youngsters after school during the winter quarters. Several approaches to teaching proper keyboarding skills have been used, including the "Donnelly" method. The students were taught the importance of acquiring touch-keyboarding skills instead of peeking and pecking. Their success on one-minute timed writings ranged from 9 to 32 words per minute with 85 to 100 percent accuracy.

The composition and climate of the classroom depend on the number of youngsters enrolled in KICK and the number of students taking the methods course. KICK class sizes have varied from 8 to 22 community youngsters, and the methods class sizes have ranged from 8 to 15. With teacher-pupil ratios like this, we can anticipate little likelihood of youngsters reinforcing "bad" keyboarding habits.

After the pilot course, classes have been one hour in length, instead of two, and the youngsters have had two different teachers presenting group instruction each session. Each business education student is responsible for a half-hour period of instruction. At the same time, other business education methods students in the classroom are monitoring youngsters and serving as

KICK . . . continued

"computer buddies" for KICK students. As deemed appropriate, the methods students provide individual instruction and mentoring to assigned KICK students.

KICK as Pre-Service Teacher Preparation

Reflective teaching is deemed to be an appropriate technique for pre-service teacher preparation. Occasionally, methods students play the role of "student learners" and critique the presentation from the learner's perspective. During the debriefing, which immediately follows the presentation, the role players and the presenter engage in thoughtful, analytical discussion. They reflect on and identify those teaching and student behaviors that led to frustration and/or achievement. Next, pausing and reflecting, they consider cause-and-effect relationships pertaining to the presentation and the learners' receptivity to the lesson.

The marvelous thing about the whole endeavor is recognizing how students benefit from the experience. The abstract learning of the University student can now be practiced in a safe, trusting, supervised environment before going into the field for student teaching. Time on task in the methods class before the KICK program begins includes diagnosing the business education student's knowledge and skill pertaining to keyboarding instruction. Naturally, these crucial elements will affect the learning of the youngsters who enroll in the KICK program.

Equally important, however, is the business education student's ability to implement instructional strategies that are based on youngsters' learning styles and sound principles of learning. Their knowledge of child growth and development, instructional theory, and learning principles will now be practiced in the teaching/learning lab. Too often in the past, students were introduced to these concepts during the early stages of the teacher-preparation program. Consequently, they viewed them in isolation. Students were not taught to transfer learning; therefore, they had difficulty knowing how to translate it into good teaching behaviors in the methods classroom.

Some of the reasons the lab setting at Ferris is ideal for the methods students include:

1. Students get to design and implement actual lessons.
2. They have their lesson plans reviewed and critiqued by their peers.
3. Their delivery of instruction is observed and critiqued as objectively as possible by their peers.
4. Students get immediate, specific, structured feedback from the instructor who has set high expectations, has monitored the teaching performance, and has set up plans for further improvement.
5. They have opportunities to plan and implement individualized instruction for students who have been absent or for those who are at different levels of learning.
6. Students should gain valuable insights comparing their own teaching and planning performance with observing, reflecting, and analyzing the teaching behavior and lesson plans of their peers.
7. Immediate, specific, positive and negative reinforcement can motivate and challenge students to increase their effectiveness in planning and delivering instruction.
8. Students critique their own video-taped lessons (after receiving feedback from the instructor and peers) to increase their personal understanding of the consequences of their teaching behavior.

Finally, after four years of hard work, students are able to see how the many pieces of their University courses come together in a meaningful, purposeful manner. As Madeline Hunter would say, "They understand the concepts and principles undergirding effective teaching behaviors that promote student achievement." An exciting professional experience for this university professor is seeing the innovative and creative approaches the methods students are using to:

1. Increase student involvement in the learning process.
2. Provide accurate and vivid information to youngsters.
3. Monitor student learning for the purpose of adjusting instruction to accommodate student achievement.
4. Get their students psychologically, physically, and emotionally focused on the lesson.
5. Provide opportunities for the student to develop fluency in applying the new keyboarding skill.
6. Phrase questions that stimulate students mentally to participate and extend their thinking skills.
7. Generate diagnostic information pertaining to each student's ability to acquire the new keyboarding skill.
8. Motivate students to increase their time on task.
9. Model and demonstrate correct performance for successful accomplishment of the skill.
10. Generate overt responses from the students that verify their understanding of the information present.
11. Elicit and reinforce appropriate learning behaviors from their students.
12. Provide knowledge of results, which challenges all students to strive for peak performance.

Conclusion

Participating in the KICK program puts methods students to the test! They learn first-hand about human nature, individual differences, attention spans, and the importance of changing focus immediately, if the need arises. In addition, they learn how one student is motivated by an extrinsic reward and another is driven forward by a word of praise. They have opportunities to model good keyboarding techniques and to apply effective teaching practices, as well as to see the results of their efforts, when the youngsters learn to keyboard properly.

Dr. Carol Turner listens as business education student, Susan Sommer (left), instructs KICK participant, Monica Jacobs (right).

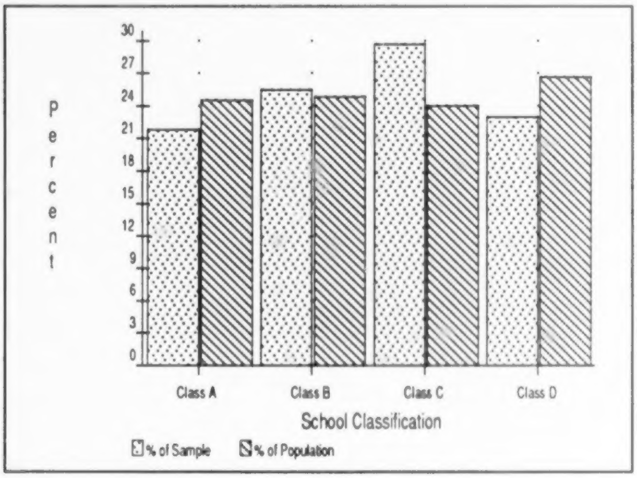
SHORTHAND . . . continued

secondary schools (including skills centers) in Michigan. Responses were received from 201, which represents 28 percent of the population. Thus the responses can be assumed to be 95 percent accurate between plus/minus 6 percentage points; that is, for a response of 20 percent, for example, the actual percentage, with 95 percent confidence, will be between 14 and 26.

Michigan schools are divided into four classes based upon enrollment. Class A schools are the largest, and Class D schools are the smallest. The four classes of schools, A, B, C, and D, were fairly evenly distributed in the sample group and were reasonably representative of the population percents, as can be seen in Figure 1.

Figure 1

Class of School Respondents (n=201)



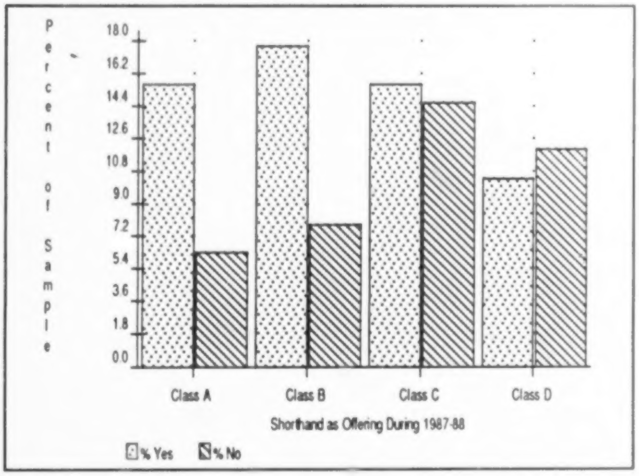
Responses of 199 of the 201 individuals revealed that 45 (22.6 percent) of the schools had only one teacher, 46 (23.1 percent) had two teachers, 42 (21.1 percent) had three teachers, 53 (23.5 percent) had three to five teachers, and 13 (6.5 percent) had seven or more teachers. Thus approximately two thirds of the responding schools had one, two, or three business education teachers.

Status of Shorthand Instruction

The data in Figure 2 show that nearly 60 percent of the responding schools did offer shorthand during the 1987-88 school year.

Figure 2

Shorthand as an Offering During 1987-88 (n=192)



More than 70 percent of the responding Class A schools offered shorthand; 69 percent of the Class B schools; 52 percent of the Class C schools; and 47 percent of the Class D schools. Eighty-five (74.6 percent) of the schools that taught a shorthand course indicated a symbol system was taught while 45 (39.5 percent) indicated an alphabetic or combination of alphabetic and symbol system was taught in their school. Evidently, some schools taught both types of systems.

The responses provided when asked the system they did teach are included in Table 1.

Table 1

Shorthand System Taught (n=114)

Shorthand System	No.	% Teaching
Gregg (Symbol)	76	66.7%
Speedwriting (Alphabetic)	24	21.1%
Century 21 (Symbol)	5	4.3%
Alphahand (Alphabetic)	4	3.5%
Notehand (Combination)	4	3.5%
Other (Alphabetic or Combination)	3	2.6%
Forkner (Combination)	2	1.8%

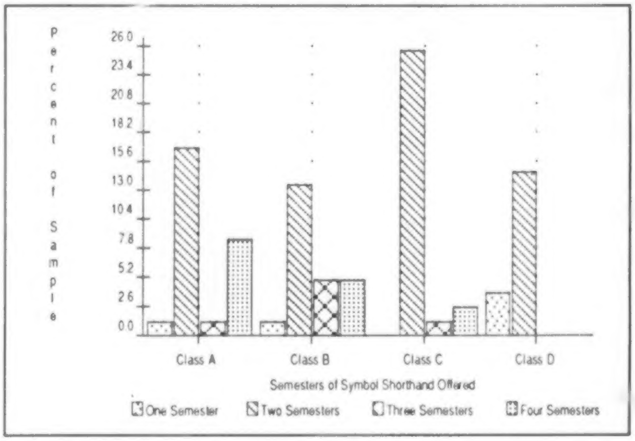
Gregg shorthand is the dominant system taught in the high schools with two thirds of those teaching shorthand teaching Gregg. Alphabetic systems, however, appear to be making some inroads into the high school curriculum. Currently Speedwriting is the most often taught alphabetic system.

Symbol Systems

Is it, then, that fewer semesters of symbol shorthand are being offered? The data in Figure 3 summarize the information obtained.

Figure 3

Semesters of Symbol Shorthand Offered (n=82)



Two semesters of shorthand is, by far, the most popular offering of shorthand; 70.3 percent of the schools offer two semesters. Possibly departments of business education as well as textbook publishers recognize the importance of varied curricular offerings for students and that the time invested in acquiring additional speed and skill in shorthand is not worth the trade off. Possibly acquiring some shorthand skill is considered more important than acquiring no shorthand skill or acquiring a high level of shorthand skill.

The number of students enrolled in symbol shorthand at each of the responding schools is not great; in most cases it is fewer than 20. Only ten schools (5 percent) reported more than 20 students enrolled in their symbol shorthand class(es). The data in Table2 show this.

Table 2

Number of Students Enrolled in Shorthand (n=85)

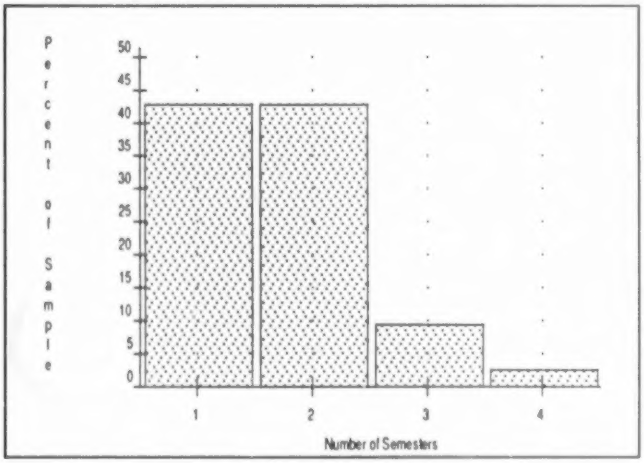
	Class of School				
Number Enrolled	A	B	C	D	Totals
Fewer than 10	4	3	7	5	19
10-15	9	6	10	9	34
16-20	6	10	5	1	22
21-25	1	1	3	0	5
26 or more	3	1	0	1	5

Alphabetic Systems

What about alphabetic systems? Such systems are taught in 45 (22 percent) of the responding schools. The data showing the number of semesters offered are shown in Figure 4.

Figure 4

Number of Semesters of Alphabetic System Taught (n=45)



Almost all the schools that offer an alphabetic or combination system teach one or two semesters. In comparison, of those schools that offered a symbol system, only 6.1 percent offered only one semester, and 42.9 percent of those who offer an alphabetic system offer only one semester. Possibly the alphabetic system is offered as a skill for college-bound students in many of those schools. About 85 percent of the schools offering an alphabetic system offer two semesters; in contrast, about 70 percent of those offering a symbol system offer two semesters.

Reason for Dropping Shorthand

Many of the respondents indicated that shorthand had been an offering at their school in past years. Why did they drop it from the curriculum? Respondents were asked to give their most important reason, second most important, and third most important reason for dropping it from the curriculum. By assigning points to the rankings, a mean ranking was determined for each of the reasons presented to the respondents. The data are summarized in Table 3.

Low enrollment was ranked the highest, and the lack of effort was ranked No. 2 in the ranking of reasons for dropping shorthand. The respondents evidently feel that industry still, in many cases, demands the skill, as that was ranked at the bottom of the list when they were asked to give their three reasons.

Table 3

Reasons for Dropping Shorthand from Curriculum (n=33)

		Rank		
Reason	Mean	1	2	3
Low Enrollment	1.35	21	7	1
Students' Lack of Effort	2.00	5	15	5
Other*	2.23	4	2	7
Lack of Demand for the Skill	2.52	2	6	13

*Reasons listed under "Other" included: Offered at skills center, political, demand not apparent, no schedule time, save money, lack of counselor support, time spent versus nongain in job-entry skill, cutback in staff, no room in curriculum.

Summary

The data reveal the death of shorthand has been exaggerated. More specifically, the status of shorthand in Michigan secondary schools is: (1) the majority of public secondary schools in Michigan offered shorthand during the 1987-88 school year; (2) Gregg shorthand was the dominant system taught in Michigan secondary schools; (3) two semesters of shorthand was the most frequent offering in the shorthand sequence; (4) over one fifth of the secondary schools in Michigan taught an alphabetic shorthand system; (5) 50 percent of the schools teaching alphabetic shorthand taught it for one semester and 50 percent taught it for two semesters; (6) the majority of those schools that had dropped shorthand did so because of low enrollments.

Descriptive research is intended to reveal the status of the problem being studied. This study certainly did that, and, as with many descriptive studies, it surfaced more questions. Before shorthand is "given the last rites," answers to the following questions need to be sought:

(1) Why do the schools continue to offer shorthand? Are their students obtaining employment that requires shorthand on the job? Is it traditional? Are those who are teaching shorthand the mature, tenured teachers who have the prestige and support to continue offering shorthand?

(2) Why is symbol shorthand still taught most often? Is it tradition? Is it the best preparation for office employees? If alphabetic shorthand or a combination of alphabetic and symbol is, in fact, making inroads in the public schools, is it considered an adequate system for office employees?

(3) The majority of schools teach two semesters of shorthand. If they at one time taught more than two semesters, when did they change and why? Have they had to reduce their standards of achievement because of the quality of students who are now enrolling in shorthand?

(4) Why do students no longer enroll in shorthand? Are the students ahead of the schools in deciding that shorthand is no longer a prerequisite for office work? Do the students who formerly would have enrolled in shorthand find other opportunities now more to their liking than office work?

(5) What do the schools predict for the future of shorthand?

Articles for MBEA Today

Send your articles on business education issues, research, innovations, or methods to: ANN M. REMP, 9100 Willis Road, Willis, MI 48191. See "Publication" on page 2 for other details.

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Ann M. Remp, Editor
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TRIVIA . . . Continued

Challenging

This group of questions may be appropriate for graduate students or "very experienced" business education educators:

1. Who is the current president of NBEA?
2. What city will host the next NBEA convention?
3. Name the states that comprise your region of NBEA.
4. Who authored the methods book entitled, **Acquisition of Typewriting Skills**?
5. What does D.P.E. stand for?
6. The term secretary is derived from the Latin word **secretum**, which means __________.
7. Where is the Business Education Hall of Fame located?
8. What is an MTST?
9. Along with bookkeeping, this was the first business course to be offered in the country. (This is a course not offered at the high school level today.)
10. Who is commonly known as the Father of Business Education? (He holds no earned degrees but taught at many colleges and universities, including 22 years at Harvard.)

Conclusion

Games for certain business education activities can be fun and provide a change of pace. The trivia game has been widely accepted by people all across the United States. Why not take advantage of this success and use it in your teaching or activities. It will provide a challenge and an interesting and fun activity for your students . Try it! You'll like it!

Answers

Very Easy

1. (Individual answer)
2. International Business Machines
3. Right thumb
4. (Individual answer)
5. Jobs and Wozniak

Average

1. (Individual answer)
2. Christopher Sholes
3. Thomas Edison and Alexander Graham Bell
4. Pi Omega Pi, Business Professionals of America, and Office Education Association.
5. Typewriter
6. Joint Council on Economic Education

Challenging

1. Lloyd W. Bartholome
2. Reno, Nevada
3. North-Central Region: Michigan, Ohio, Indiana, Illinois, Missouri, Iowa, Wisconsin, and Minnesota
4. Leonard West
5. Delta Pi Epsilon
6. Secret
7. Ryder College, Lawrenceville, New Jersey
8. Magnetic Tape Selectric Typewriter
9. Handwriting
10. Frederick Nichols

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Charting Directions for the Nineties and Beyond

March 29-31, 1990
Stouffer Battle Creek Hotel
Battle Creek, Michigan
SEE YOU THERE!!

If you did not pre-register for the MBEA State Convention by the March 16, 1990, deadline, you will be able to complete on-site registration in Battle Creek. Presenting confirmation that your 1989-90 MBEA membership is active will facilitate on-site registration. Please contact Dr. Carol A. Johnson (906-227-1498) for further information on the conference. If you did not send hotel reservations by the March 7, 1990, deadline, you will need to contact the Stouffer Battle Creek Hotel directly (517-963-7050).

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MBEA Today

The Official Publication of the
Michigan Business Education Association

Volume LV Issue 5
May 1990

Dates to Remember

June 20, 1990... "Wide World of Business Education." Contact Eastern Michigan University (313)487-4330.

June 27-28, 1990... "Business Education Update—'90." Contact Central Michigan University (517)774-3554.

September 28, 1990... MBEA Region I Fall Conference

October 12, 1990... MBEA Region II Fall Conference

October 19, 1990... MBEA Region IV Fall Conference

October 26, 1990... MBEA Region III Fall Conference

November 3, 1990... MBEA Region V Fall Conference

November 11-17, 1990... National Education for Business Week

November 1990... Career Education Month

MBEA State Convention
April 10-13, 1991
Flint, Michigan

PLAN NOW FOR NOVEMBER!

Career Education Month and National Education for Business Week are both in November. The theme for Career Education Month is: "Choices: Career Options That Can Work for You." Each week has a designated theme. Loren Anderson, Mt. Pleasant Area Voc Tech Center, coordinates Michigan's efforts and can be contacted at (517) 773-5500. Jan Waring developed a number of suggestions for celebrating Michigan Education for Business Week (see March, 1990, **MBEA Today**) which can be used for National Education for business Week. Plan NOW for November.

Cooperative Learning Groups: A Realistic Teaching Strategy

by Dr. RoseAnn Swartz, Ferris State University

The Michigan Employability Skills Task Force was convened in 1987 by Governor Blanchard and charged with the task of identifying the skills and behaviors needed by today's workers. The Task Force identified three skill categories as essential for current and future Michigan workers: (1) academic skills, (2) personal management skills, and (3) teamwork skills (Pestillo & Yokich, 1988).

Academic skills and personal management skills are addressed at various levels of education. However, teamwork skills usually are not incorporated into formal course objectives. The use of cooperative learning groups in the classroom is a viable strategy for developing both academic achievement and teamwork skills.

Definition

Collaborative learning is defined here as an instructional strategy whereby students work together in peer groups or in cooperative learning groups. The unique feature of cooperative learning groups is the development of positive interdependence among members of the group. Cooperative learning groups are different from peer groups or other group-process techniques. Johnson, Johnson, and Holubec (1988) identified five elements that must be present if cooperative learning groups are to be successful.

Groups continued on page 8

Motivation and the Adult Learner-- Together They Equal Success

by Linda Allred, Ross Business Institute

As many adults are now realizing that their past formal education is not going to be relevant for a lifetime, we as educators are faced with a new breed of students. Because technology is changing so rapidly, many adults have become dissatisfied with their present jobs or, like many, need updated skills to become productive members of today's job force. Estimates show that by the year 2000, the United States' population will be dominated by people in their middle years, with 33- to 44-year-olds comprising the largest age group (Pomiecko, 1987). Also, a recent study estimates that as many as 40 million Americans are in transitional periods in their careers, and 60 percent plan to seek additional education (Cross, 1981). Thus, as private vocational schools and local adult education courses continue to flourish to fill the needs of these adult learners, many instructors will be teaching, perhaps for the first time, a non-traditional student.

The reasons that adults return to school are worth noting:

* seeking a career change
* need to improve self-esteem
* financial necessity (need for higher paying job)
* seeking to improve quality of life
* desire to obtain specific skills or update existing skills
* professional development
* fulfillment of personal goals

(McDougle,1988)

This correlates with a recent survey given to 50 adult learners. Thirty-eight percent stated

Motivation continued on page 4

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STUDY TOUR TO CUBA

Dr. Mary F. Robek will serve as coordinator for a study tour in Cuba August 10-17, 1990. Due to the U.S. ban on general travel to Cuba, participation is limited to interested educators, records managers, archivists, historians, and related professionals. The tour is sponsored by the Center for Cuban Studies, New York City, and will offer the opportunity to visit archives and meet with educators, records managers, archivists, and historians of Cuba.

Tentative plans include visits to the Archivo Nacional, Museo Provincial de Mantanzas, Museo de la Revolucion, and Casa de Ernesto Hemingway, with additional options.

The Center is making all arrangements. The seven-day tour will cost approximately $700 US (double) and $800 US (single), Miami to Miami. Graduate credit is available from Eastern Michigan University.

For further information, contact Dr. Mary F. Robek, Department of Business and Industrial Education, Eastern Michigan University, 14 Sill, Ypsilanti, MI 48197, or the Center for Cuban Studies, 124 West 23 St., New York, NY 10011.

CONSUMER EDUCATION WORKSHOPS

A series of regional workshops on consumer credit and health fraud is scheduled for Fall 1990 at these locations: Flint, Oct. 2; Sidney, October 3; Charlevois, Oct. 5; Wayne, Oct. 30. Two additonal sites are pending. Rosella Bannister, MICHIGAN CONSUMER EDUCATION CENTER, will present Credit: Tool or Trap; Evelyn Denike, FDA Consumer Affairs Officer, will present Health Fraud Kit. Participants will receive complimentary copies of each learning kit.

For further information contact the specified ISD or Dorothy Kammer, Workshop Coordinator, Consumer Educators of Michigan , 1500 E. Michigan Ave., Albion MI 49224.(517-629-5817).

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Submit articles of 750 to 1,250 words following the **Publication Manual of the American Psychological Association** for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, December 1 for February, and March 15 for May.

The Herzog System of Keyboarding: Part II

by Marilyn Lewis
Flushing Community Education

Over the last 100 years, many business professionals have questioned the use of the QWERTY keyboard arrangement. Due to the overwhelming problems of retraining people and redesigning equipment, however, this keyboard arrangement is still used. Regardless of how the keyboard is arranged, the special needs child faces obstacles to keyboarding, but so does the child who is not designated as special needs but who is working with a keyboard arranged to "fix" technical problems that are no longer relevant to today's computer environment.

In this followup to "The Herzog System of Keyboarding: Hub Keys and Alphabetic Instead of Home Row?" (Lewis, 1990), we address concerns for both groups. First, however, here is a summary of the basic characteristics of the system, as presented by Mrs. Barbara Herzog, co-director of Herzog Research, developer of the system, at the MBEA state convention in Battle Creek, Michigan, on March 30, 1990.

Basics of the Herzog System

The summarizer is Dr. Rosetta Wingo, professor of Business Education at Eastern Michigan University, who attended the session. Dr. Wingo reports, "As you explore this new System, you will need five hub caps for what Mrs. Herzog calls the 'pivotal keys'—D, K, 3, and 8 for the alphabetic keyboard and and 5 for the keypad. By the way, these hub caps fit on all keyboards. The art of the System is that these pivotal keys give positional security rather than the fingers on the home keys. This makes reaches with the wrist, rather than the elbow, more natural.

"What's different about this System, according to Mrs. Herzog, is that the keyboard can be taught in one and one-half to two hours; keys are introduced alphabetically rather than in the traditional method; and the wrist is used for reaches without much reliance on the elbow."

The Special Needs Student

In a telephone conversation, Ms. Carol Holly, special education teacher for Sahauro High School in Tucson, Arizona, described the great success of her special needs students with the Herzog System. She also commented that she can only imagine what can be done in a regular typing classroom. Ms. Holly also gave permission to reprint a letter from her to Mrs. Barbara Herzog:

"I heard about the Herzog System of Keyboarding at my own children's elementary school because a pilot program was being conducted there. . .

"As a special ed teacher for 16 years, I immediately tuned into the tactile part of the hub keys and the pivot idea. Special needs students' fine motor coordination is often impaired and even the thought of traditional home row anchor keyboarding is frustrating. I also knew the teaching in alphabetical sequence would be easier for my students to grasp.

"Vocational funds were available; so was the computer room one period a day. We marched up with the initial seven special needs students. The class consisted of five EMH (Educable Mentally Handicapped—IQ of approximately 60-70) and two TMH (Trainable Mentally Handicapped—IQ of approximately 40) high school students. Two of the EMH students have Downs Syndrome and extremely short, stubby fingers. Traditional methods would have been impossible because their fingers just don't fit on the home row, but the pivoting from the Hub Keys has been possible.

"Success was quick. The students were very pleased with themselves. Self esteem was overflowing. Endurance was amazing. We had never seen a few of these students stay on task an entire 55-minute period, and at Sahuaro, we have a 90-minute period once a week! I was ecstatic. Data entry jobs may not be in the future for these students, but we were using

Herzog continued on page 5

STATE UPDATE

PROCEDURES FOR PLANNING NEW SECONDARY VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

PROCEDURE CHANGE

Editor's Note: Judith Berry, Business Education Consultant, VTES, asked that we reprint this memorandum on program planning in place of her usual State Update. Space did not permit inclusion of the "New Vocational-Technical Education Program Feasibility Report" form which is to be submitted with each "Letter of Intent."

Letters of Intent for wage earning programs are to be used for totally new programs and should not be used for programs to be revised/restructured as has been the practice in past years. "Letters of Intent" for new Consumer Home Economics programs will continue to be used as in past years for any program not currently reimbursed by V-TES. A new procedure will be used for districts desiring to restructure existing wage earning programs to form clusters and/or meet new curriculum guidelines. This procedure will be initiated at inservice meetings as each program area is to be implemented.

DEFINITIONS FOR WAGE EARNING PROGRAMS:

1) A "new program" is a CIP Code program being proposed by a local education agency which has none of its components state approved for reimbursement with vocational funds.

2)A "restructured program" is one, or a combination of, CIP Code programs currently approved by V-TES to be modified/revised in accordance with V-TES guidelines for that program.

A "Proposal To Restructure A Reimbursed VTE Program" form will be used for this procedure and will be made available following awareness meetings to introduce each new curriculum being developed by the Curriculum Projects at Ferris State University and Michigan State University (Agriscience and Natural Resources Education curricula). As each curriculum is completed, timelines for new program "Letters of Intent" will not be followed. This change in procedure will provide flexibility to permit program modifications to occur on a timeline appropriate for each district.

Should a district desire to establish a cluster program to begin operation in September 1991 and it does not have any of the proposed components currently approved for reimbursement by V-TES, a new "Letter of Intent" should be submitted in June 1990.

Consideration is being given to providing resources to support restructuring programs. More information will become available as curriculum planning matures.

DATE/ACTIVITY

April 30, 1990 - V-TES sends "Letter of Intent" information packet.

May 1990 - Regional VTE Administrator contacts local administrator to determine new program intentions and provide technical assistance.

Contact Regional VTE Administrator - Regional VTE Administrator establishes a date for submission of "Letters of Intent" to the CEPD in advance of the CEPD Vocational Planning Committee meeting to "Approve/disapprove for further planning" the "Letters of Intent."

NOTE: State-level planning efforts continue for new options in delivering vocational-technical education at the high school level. In the interim, local education agencies are not encouraged to develop traditional program until new models and guidelines are completed. However, we are not desirous of placing a moratorium on all new program development. Consideration will be given to approving.

a) Contracted programs

b) Consumer Home Economics Programs

c) Local planning which reflects unique, innovative ideas in program areas for which no curriculum is being developed by the Curriculum

State Update continued on page 5

MOTIVATION . . . continued

that the main reason for coming back to school was to learn a skill for new employment; 20 percent wanted to update their skills for a new career; and 10 percent wanted to better themselves educationally. Other responses included 1) wanted to motivate their children, 2) spent too much time watching TV, 3) wanted to feel a sense of personal accomplishment by getting more education. Whatever the reason, Business Education and the skills we can provide make our classrooms a prime target for these adult learners.

To help prepare yourself to teach the adult learner, it is a important to be aware of the difficulties they bring with them to the classroom.

*Family responsibilities. Child care problems rank the highest among adult learners relating to problems with attendance in the classroom.

*Peer pressure. Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behavior in front of peers and cohorts (Zemke, 1988).

*Low self-esteem. Many adults have experienced much failure in both their personal and educational lives and will need on-going encouragement from the instructor to instill in them a more positive attitude regarding their schoolwork as well as their own life.

*Adjusting to a new time schedule. Adults may have difficulty in arriving on time at school every day as well as finding study time at home.

Adult students generally have a concise goal in mind when they re-enter the academic world. Employment is that prime goal and their self-motivation is high. Most importantly, though, how can the instructor keep that motivation going throughout the entire course? This was the main thought behind the question, "What motivates you to learn in the classroom?", given to 50 adult learners. They responded as follows:

* My instructor (30%)

* Myself (22%)

* The course itself (12%)

* My classmates (18%)

* To have proven that I can accomplish something in life (14%)

* My children (2%)

* Money—success (2%)

Recommendations

The teacher, many times, turns out to be the focal point of an adult learner's school day. he or she becomes a role model, a mentor, and possibly a friend. Your attitude in class and your excitement about the course being taught can be the key factor in helping your student to succeed.

Teaching relevant material that coincides with the employment goals is critical for continued motivation. The adult learner that is enrolled in a clerical program wants to be constantly reminded of the goals needed for him or her to become a successful office worker. Keeping the morale high in the classroom is imperative to the student.

Since many times the student him-/herself is the prime motivator in life, instructors must keep that student interested in the classwork. Keeping the class challenging and director toward the goal of the student will help to motivate that student to come to class every day. Also, clearly articulating your expectations of your students will give them guidelines to follow for success.

The instructor must also make the learning experience positive, practical and nonthreatening. Each student should feel as though he or she is capable of learning something new; therefore, constant praise and reinforcement is necessary to keep student morale at a high threshold (Roderick, 1987). Adults get very excited about receiving a sticker or "smiley face" on their assignments. They love to see their work displayed on a bulletin board and a few encouraging words written on their papers will often motivate the student to keep on gong. Remember to display the "B" paper along with the "A" paper. those students who struggled to get a "B" need to know that their accomplishment is just as important!

Be open and friendly with your adult learner. A smile and "Hi, how are you?" can be just the trick to turn a bad day into a good one. Adults tend to bring their personal problems into the classroom, and they often need someone to get them out of their depressed state of mind.

Adults clearly become motivated from their peers. Allow the opportunity to have "students help students" in class. Using group situations or a partner system lets the slower student catch up without feeling the embarrassment of having to go to the instructor. Many adults feel, "If she can do it, so can I!"

Finally, treat your students like adults. Being honest and sincere and showing compassion when needed will help to create a positive learning atmosphere. Your adult learner will learn how to express his/her fears of learning. This two-way communication will definitely help the learning process to grow on a daily basis and along with it, keep the motivation factor strong between you and your student.

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Above: Mrs. Barbara Herzog (center) with Dr. Rosetta Wingo (left) and Otto Laabs (right) at MBEA Convention.

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HERZOG . . . continued

computers, typing like everyone else in the world does!! We've been at it about nine weeks. Winter vacation interrupted us. We've had to give up the computer room a few times, and we've added seven students about three weeks into the program. We follow the program much slower than standard rate, often repeating each line three times. I'm proud to report our students are typing between 7-20 wpm. Not as impressive as some of the other statistics I have seen on the Herzog System, but speed has never been a priority of mine—especially when you take into consideration that one of our TMH students didn't even know the entire alphabet when she began. She knows it now . . . and she can hit each letter with the correct finger! Now that's what I call success!!!"

Michigan Teacher Reactions

Barbara Herzog, co-director of Herzog Research, spoke to Michigan teachers at the MBEA State Convention in Battle Creek, Michigan. Mrs. Herzog was a business educator for 28 years, earned the Arizona Outstanding Business Educator Award in both 1984 and 1986, and more recently was involved in curriculum development for the Arizona Department of Education. She has also co-authored several textbooks. Her commitment to business education and the legal expertise of Stuart Herzog were the foundation for the bio-mechanical and bio-medical research which has led to new products for improving keyboard learning and operation.

Her presentation at the convention included a demonstration and video of this new, patented tactile technology. We asked teachers who attended the presentation for their reactions:

Jan Waring of Ross Business Institute says: "It is worth a try. Based on the video and everything that Mrs. Herzog said in the demonstration, it may be worthwhile for adult students. However, I don't believe the System is for everybody. Even though I have no experience with it, I feel that there is validity in using both. The alphabetic sequence is very logical, and the Hub Keys eliminate having to learn the home row. We are going to order some by the end of the month to be used on a trial basis."

Still another reaction to the System is from participant Otto Laabs, teacher at Saranac High School. He says, "I won a set of the Hub Keys at the convention and then purchased the text. I have taught the regular method for many years, but yet I have never been an advocate of one method. I am a skeptic on gimmicks until I see how they work. However, I do think this one has merit. The 'ABC' method (which is not a new method) and the Hub Keys have validity and will probably be faster. It is good to have the D and K keys as center of attention, but students may be confused with 'pivoting.' I have not yet explored the Herzog System, but will try it out with some individuals, both high school and adult students."

Patrick Duffy, a business teacher in St. Ignace, Michigan, says: "About 15 years ago, I approached a typewriter manufacturer and inquired if raised letters could be placed on the middle-finger keys of the keyboard. I was, therefore, very interested to learn of the Herzog System of Keyboarding. In fact, after the demonstration, I even bought the text and Hub keys. I have a deep belief that teaching the alphabetic sequence and the Hub Keys together will work! If you only use the Hub Keys, it will take longer to teach the keyboard. This summer, I plan to teach my wife how to keyboard on our computer using the System. In the future, I would like to use the System at school. I see nothing but success for the Herzog System!"

Dr. Rosetta Wingo, professor of Business Education at Eastern Michigan University, says, "Good teachers are always looking for materials to enhance the learning process. As I listened to Mrs. Herzog's description of the Herzog System of teaching keyboarding, I think it is worth trying. One wonders, if it works with the elementary age group, can it work with high schoolers. It is worth trying, especially in programs where keyboarding is not a prerequisite for computer applications courses."

Conclusion

We remind readers that, however positive the comments in this article have been, this is not an endorsement of the System. We would like to hear from other teachers who attended the convention session or who have found other methods that decrease the time needed to introduce the keyboard and develop good keyboarding habits.

Since typewriting has historically been the core of business curricula, how does keyboarding fit in? Do we need to shift gears and seriously convert our efforts to updating? As technology continues to change, do we need to develop a curriculum and a corresponding teaching methodology that is consistent with the needs of both technology and business?

Reference

Lewis, M. (1990, March). Herzog system of keyboarding: Hub keys and alphabet instead of home row? **MBEA Today LV**(4), pp. 1, 8.

STATE UPDATE . . . continued

Project at Ferris State. Fifteen program clusters are/will be developed: 1) Agriscience and Natural Resources, 2) Business Services and Technology, 3) Child and Adult Care Services, 4) Transportation Services Technology, 5) Hospitality and Tourism Services, 6) Precision Production/Manufacturing, 7) Drafting Occupations, 8) Graphic, Printing and Visual Communications, 9) Protective Services, 10) Electronics/Electro Mechanical, 11) Construction/Building Maintenance, 12) Personal Services, 13) Health Occupations, 14) Marketing Education, and 15) Textile/Home Furnishings.

Anytime/as needed - Regional VTE Administrators and/or local administrators contact appropriate V-TES Consultant for technical assistance.

Date established BY CEPD - District submits "Letter of Intent" to Regional VTE Administrator.

June 29, 1990 - V-TES Consultants review "Letters of Intent" and respond to applicants with a letter either recommending further planning or identifying reasons why program development should not be considered.

October 1, 1990 - CEPD Annual Planning form mailed to Regional VTE Administrator.

No later than October 12, 1990 - Local education agencies submit "Feasibility Report" to CEPD Vocational-Technical Specialist as soon as completed. **Attach student interest survey data.**

No later than October 19, 1990 - Local education agencies submit "Feasibility Report" with attached student interest survey data to V-TES.

Before December 15 due date to V-TES - CEPD Vocational Planning Committee meeting conducted to review and approve submission of new program applications (VE-4001-C).

December 15, 1990 - Application for a New Vocational-Technical Secondary Program (VE-4001-C) submitted to V-TES with CEPD Annual Plan.

March 1991 - V-TES staff sends approval or disapproval letters to local administrator and copies to CEPD Vocational-Technical Specialist.

February -August 1991 - Program development.

September 1991 - New program begins.

PROGRAM DEVELOPMENT & OPERATION UNIT

Supervisor - Robert Pangman (517/373-3365)
Agriculture - Richard Karelse (517/335-0378)
Business & Office - Judith Berry (517/335-0368)
Marketing Education - Thomas Benton (517/335-0368)
Health - Carole Stacy (517/335-0372)
Trade & Industry - Ricardo Medina (517/373-6336)
Consumer Home Economics - Francine Smithson (517/355-0352)
and Joanelle Long (517/373-0403)
Home Economics Related Occs. - Janet Burns (517/335-0368)

Business Professionals of America Update

by Pat Pearson, Project Director

Business Professionals of America held its annual Post-Secondary Collegiate State Conference at Wayne County Community College and the Westin Hotel on March 2 and 3, 1990. Students from Wayne County Community College, Washtenaw Community College, Monroe Community College, Northwood Institute, and Davenport College were in attendance. All schools participating had students qualify for Nationals held in Minneapolis, Minnesota, April 2-6, 1990. Next year we are hoping to expand our post-secondary/collegiate mentership. If you are interested in forming a chapter at your school, please contact me.

Over 2,400 high school students attended the eighteenth annual state conference for Business Professionals of America. It was held March 16-18, 1990, at the Westin Hotel in Detroit, Michigan. The following students qualified to attend the National Conference in Minneapolis, Minnesota, from April 27-May 1. Space permits only the listing of the top three in each category, but we congratulate all qualifying students for their find performance.

Administrative Assistant
First Place: Amy Salyer, Branch Area Career Center
Second Place: Kim Kluce, Chippewa Valley
Third Place: Chris Hager, Southlake

Administrative Specialist
First Place: Becky Lewis, Marquette
Second Place: Bonnie Cardarmen, Sault Area Skill Center
Third Place: Sue Harlow, Ithica

Banking Applications
First Place: John Bedtelyon, Tuscola Area Skill Center I
Second Place: Carie Bournonville, Menominee (PM)
Third Place: Jennifer Regelin, Jefferson

Business Knowledge Skills
First Place: Kim Kluce, Chippewa Valley
Second Place: Scott Kehoe, Menominee (PM)
Third Place: Bron Rich, Menominee (PM)

Business Law
First Place: John Bedtelyon, Tuscola I
Second Place: Scott Friend, Chippewa Valley
Third Place: Nikki Spaulding, Hastings

Business Math
First Place: Dan Barger, Saranac
Second Place: Mike Chilcote, Westwood
Third Place: Tom Chadwick, Saranac

Business Proofreading
First Place: Heidi Szymanski, New Haven
Second Place: Jill Nicholas, Menominee
Third Place: Dawn Roys, Allegan Vo/Tech

Chapter Yearbook
First Place: Delta-Schoolcraft ISD (PM)
Second Place: Delta Schoolcraft ISD (AM)
Third Place: Lincoln

Computer Aided Graphics Team
First Place: St. Clair County Skill Center (AM)
Second Place: Menominee High School (AM)
Third Place: Branch Area Career Center (AM)

Computer Assistant
First Place: Chris Smith, Menominee High School
Second Place: Robert Kranson, Warren Career Prep
Third Place: Dave Grant, Warren Career Prep

Computer Programmer
First Place: Jeff Grundy, Warren Career Prep
Second Place: Scott Friend, Chippewa Valley
Third Place: Robert Frost, Tuscola Area Skill Center

Computer Specialist
First Place: Larry Kokx, Mt. Pleasant
Second Place: Bradley Damron, Warren Career Prep
Third Place: Bill Maghielse, Warren Career Prep

Computerized Accounting
First Place: Jenny Searson, Beaverton
Second Place: Chris Kappen, Tuscola Area Skill Center
Third Place: Kevin Quinlan, St. Clair Skill Center

Data Assistant
First Place: Mike Morrow, Menominee High School
Second Place: Shawn Lemery, Menomineee High School
Third Place: Karen Jungles, Delta-Schoolcraft ISD

Data Specialist
First Place: Brian Ownes, Chippewa Valley
Second Place: Bron Rich, Menominee High School
Third Place: Justin Yunke, Forest Area

Document Formatting
First Place: Krista Deno, T. Roosevelt High School
Second Place: Angie Messer, Breckenridge
Third Place: Tina Bolton, Armada

Economic Awareness
First Place: Ryan McDonald, Flint Northern
Second Place: Jason Alban, St. Clair High School
Third Place: Dan Weingartz, Chippewa Valley

Emblem Building
First Place: Randolph (AM)
Second Place: Randolph (PM)
Third Place: Cody

Employment Skills "A"
First Place: Kim Angers, Anchor Bay
Second Place: Carey Flood, Woodhaven
Third Place: Jason Huntoon, Breckinridge

Employment Skills "B"
First Place: Rebecca Lucas, Anchor Bay
Second Place: Jennifer Lucovish, Royal Oak Kimball
Third Place: Kim Joly, Monroe

Entrepreneur Individual
First Place: Tom Dempsey, Mt. Clemens
Second Place: Tara Isaac, Flint Central
Third Place: Eric Albon, St. Clair High School

Entrepreneur Team
First Place: Mt. Clemens
Second Place: Negaunee High School
Third Place: Deckerville

Extemporaneous Verbal I
First Place: Scott Herpolsheimer, Marlette
Second Place: Anita Kilgore, Randolph
Third Place: Tamilea Hackett, Coleman

Extemporaneous Verbal II
First Place: Heather Veale, Negaunee
Second Place: Kristen Lucas, Westwood
Third Place: Amada Riina, East Detroit

Financial Analyst Team
First Place: Mt. Pleasant
Second Place: Mt. Clemens
Third Place: Menominee Area High School

Financial Assistant
First Place: Rob Bracken, Marlette
Second Place: Paula Melin, Chippewa Valley
Third Place: Scott Kehoe, Menominee (PM)

Financial Specialist
First Place: Danielle Dion, Westwood
Second Place: Angie Proctor, Tuscola Area Skill Center
Third Place: Davian Thomas, Cass Tech

Information Processing Assistant
First Place: Jennifer Tumball, Woodhaven
Second Place: Dawn Laurila, Negaunee
Third Place: Pauline Telly, St. Clair County Skill Center

Information Processing Specialist
First Place: Mike Chilcote, Westwood
Second Place: Heidi Schneider, Menominee
Third Place: Charlene Dawydko, Marquette

Keyboarding
First Place: Shelly Covell, Westwood
Second Place: Joyce Mortier, Athens
Third Place: Elizabeth Holzworth, Suttons Bay

Legal Applications
First Place: Katrina Lang, Menominee
Second Place: Dawn Leeson, Menominee
Third Place: Kelly Pfeiffer, Marine City

Medical Applications
First Place: Ann Kolaszewski, Stephenson
Second Place: Marci Mayhew, Clare
Third Place: Becki Walker, Breckenridge

Office Assistant
First Place: Tina Mayes, Pershing
Second Place: Kelly Bellhorn, Marine City
Third Place: Becky Bigelow, Ithica

Office Specialist
First Place: Jennifer Garcia, Delta-Schoolcraft ISD
Second Place: Darcye Gallihugh, Breckenridge
Third Place: Lori Rodrigues, Flushing

Parliamentary Procedures Individual
First Place: Bron Rich, Menominee (PM)
Second Place: Dara Johnson, Highland Park
Third Place: Scott Kehoe, Menominee (PM)

Parliamentary Procedures Team
First Place: Highland Park
Second Place: Stephenson High School
Third Place: Menominee High School (PM)

Personal Finance
First Place: Katie Desens, Flint Kearsley
Second Place: Brad Klaty, Deckerville
Third Place: Wayne Walts, Beaverton

Prepared Verbal I
First Place: Valerie Wellington, Marlette High School
Second Place: Kathy Richards, Anchor Bay
Third Place: Anita Kilgore, Randolph Vo/Tech

Prepared Verbal II
First Place: Junjoy Vielhaber, Harrison High School
Second Place: Jeff Heintz, Marlette High School
Third Place: Melanie Parks, Marlette High School

Promotional Display
First Place: Mt. Clemens
Second Place: Genesee High School
Third Place: Marine City

Shorthand Transcription
First Place: Grace Estola, Ironwood
Second Place: Amy Salyer, Branch Area Career Center
Third Place: Susanna Rozsa, Clintondale

Spelling Team
First Place: Lincoln High School
Second Place: Menominee High School (PM)
Third Place: Saranac

Business Professionals of America 1989-1990 State Officers:

FRONT ROW: Rachelle Cadle, Lori Cannizzero, Leann Rothi, Donyale Griffin, Michelle Olivier, Jennifer Hoffman, and Ryan VanDrew.

BACK ROW: Eugene Wright, Aaron Mitchell, and Angela Wennerberg.

For More Information on
BUSINESS PROFESSIONALS OF AMERICA
Contact Pat Pearson
Michigan Association Project Director
1115 S. Pennsylvania Avenue, Suite C
Lansing, MI 48812-1635, or call:
1-800-VSO-MICH

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GROUPS . . . continued

1. Positive interdependence—whereby students develop trust among group members and work together to accomplish tasks.

2. Face-to-face interaction—whereby students interact daily in the process of accomplishing tasks and providing support to each other.

3. Individual accountability—whereby students take responsibility for the material being presented and are able to function individually as well as within a group.

4. Interpersonal and small-group skills—whereby students learn how to work effectively and sensitively with others in a group situation.

5. Processing—whereby the effectiveness of the group is evaluated and adaptations are made in behavior and/or procedure to ensure that the group is functioning properly.

COLLABORATIVE LEARNING . . . an instructional strategy whereby students work together in peer groups or in cooperative learning groups. . . . Cooperative learning groups are different from peer groups or other group-process techniques.

Establishing cooperative learning groups as a means for acquiring cognitive and affective skills provides a real-life experience for students. Cohen (1972) stated:

> In order to change the kinds of human abilities that students see as relevant to classroom success, curricular activities must be closer to the way adults use their minds in the world of work. There must be more stress on problem solving with different acceptable ways to solve problems and different media in which the problem is presented. (p. 148)

Cooperative learning groups provide students with real-life situations that encourage ideas to be expressed, decisions to be made, and tasks to be performed while working as a member of a team.

The following is a summary of the research conducted during winter quarter, 1988, on the use of cooperative learning groups in the teaching of business communication at the postsecondary level.

Instructional Methods

Grouping

Heterogeneous groups of three students were formed to enable students to work with others of varied ability. Based on research by Swartz (1987), heterogeneity was determined by high school grade point average and sex. Johnson and Johnson (1987) concurred with the need to develop heterogeneous rather than homogeneous groups. They stated, "The more homogeneous the participants, the less each member adds to the resources present in the others. In general homogeneous groups make less effective decisions than heterogeneous groups" (p. 91).

Group Development

Often students are asked to work in group situations without the benefit of instruction on how to work effectively in groups. Therefore, throughout the term activities and assignments were designed to build upon the stages of group development: orienta-tion, establishing norms, coping with conflict, productivity, and termination.

Group members had the opportunity to assume the responsi- bilities of the group's facilitator, observer, and recorder and to receive feedback on their effectiveness in these roles. These roles were rotated weekly.

After the initial orientation, each group established norms via a written "Code of Conduct" that detailed how the group was to work together, how the group would handle absences, and what members' responsibilities were. In addition to serving as a means for peer editing, cooperative learning groups assisted with the necessary "maintenance" in the classroom. For example, when a student was absent from class, other members of the group assumed responsibility for collecting handouts for the absent student and explaining the missed material. In addition, the student who missed class prepared a typewritten memo addressed to the group that explained the reason for the absence.

Writing Assignments

Groups served as a means for clarifying assignments, brainstorming, editing work, reviewing for examinations, and providing emotional support to its members. Students wrote letters, memos, summaries, and short reports in response to business cases presented in the textbook or designed by the instructor. Individual and group assignments were given. In both situations, peer revision was used and students had the opportunity to correct errors before submitting their work to the instructor.

Grading

An important component in successful cooperative learning groups is the development of a positive interdependence among the members of the group. Part of this interdependence is developed through the reward (grade) system incorporated in the class. Webb (1982) compared individual and group reward structures from several studies. The weighted individual score concept was adopted as the grading practice used in the heterogeneous cooperative learning groups on papers that were designed as "group" projects. For example, the final score on an individual's assignment was equal to 67% of the individual's grade plus 33% of the group's average grade. The objective tests and nongroup assignments were graded on an individual basis only.

Evaluation

The effectiveness of cooperative learning groups in the teaching of business communication was assessed by analyzing writing achievement, attitudes, and group processing. Both quantitative and qualitative measurements were used.

Writing Achievement

Writing achievement was measured through a pre- and post-writing assignment evaluated by a rating team. Analysis showed that there was no difference in business writing achievement of students participating in heterogeneous cooperative learning groups instruction and traditional instruction. Both groups showed a significant gain in achievement.

Attitudes

Differences in attitudes toward writing and group work were assessed by a Writing Attitude Inventory and a Group Work Attitude Inventory. Statistical analysis revealed a significant difference between the attitudes toward writing and group work of students participating in heterogeneous cooperative learning group instruction and traditional instruction. Students participating in the cooperative learning groups had more positive attitudes toward writing and group work.

Group Processing

To assess the effectiveness of cooperative learning groups, qualitative data were gathered through content analysis of students' weekly summaries and final course evaluation. Several evaluation instruments were used that provided the instructor with insight into the effectiveness of the group.

As problem areas were identified, the instructor intervened by discussing the situation with group members and asking the group to resolve the problem. Students indicated that their groups developed a feeling of trust and cooperation with each other, that group members felt free to ask for directions and explanations, and that group members encouraged and supported each other.

Reflections

The use of heterogeneous cooperative learning groups in the teaching of business communication at the postsecondary level was effective. At first, students approached this change in instructional format cautiously, but soon they became active participants. Comments from the students emphasized their satisfaction with a classroom environment organized around participation rather than the typical lecture-and-sometimes-discussion format. The use of cooperative learning groups capitalized on the students' social skills to assist learning.

Observations confirmed the students' acceptance of this learning strategy as they were involved in discussion and decision-making activities. The classroom was "lively" as students were involved in the completion of their tasks. Some students labeled as "shy" did become more assertive; some students labeled as "nonleaders" did a satisfactory job in facilitating their groups.

Increasing references to "our," "we," and "us" were heard in student conversations. Absenteeism was not a problem. Intolerance of class absences seemed to build as students realized the necessity for all members to be present in order to complete a project.

The cooperative learning groups were effective in providing students with feedback and suggestions for revision. In addition, these groups gave students the opportunity to "externalize" their thoughts and to develop their critical-thinking and decision-making abilities. Occasionally students could be heard integrating previously learned information and sharing personal work experiences in their group discussions.

The teacher had to learn to give up "control" of the classroom and to respond to various situations that were not always predictable. The teacher's role became one of managing the classroom environment, monitoring and intervening when necessary, and evaluating the process. The teacher was involved with the students and learned more about the "total" student than would be possible in a classroom where lecturing was the main method of presentation.

In the final analysis, cooperative learning groups brought together the academic, personal, and social skills of each student and provided an avenue for sharing in the learning process. Students did learn to write business documents and did learn to work in groups. Indeed, "three heads" were better than one.

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Total Quality Management: Part II A Challenge for Today's Educators

by Victoria L. Slywka, Concepts in Management

Some school districts are offering Certificates of Guarantee, so that students who graduate without basic skills of reading, writing and mathematics will be admitted into a program of reeducation. Rather than offering Certificates of Guarantee to reeducate students who do not graduate with basic skills, the education community could benefit from the philosophy and approach of "doing it right the first time."

The guaranteed reeducation is tantamount to planning for and accepting failure. It is parallel to business and industry's concept of "rework," discussed in Part I (Slywka, 1989). This "ill"-productive, "expect failure" process is costing the business and industrial community $1 billion dollars each year to provide education in the basic subjects. This is in addition to what companies spend on technical job training for their employees (Grossman, 1989).

How is business and industry going about implementing TQM, and are their activities applicable to education? The purpose of this article is to describe TQM more fully so that relevant aspects can be adapted to education.

Centers of Excellence

In the defense systems acquisition process, the designation "Center of Excellence" has been awarded to various Government programs, as a result of the efforts to improve the efficiency of the workplace and product quality. The Navy Personnel Research and Development Center (NPRDC) developed TQM by combining elements of all theories and continually integrating proven methods and tools that serve to measure processes, implement improvements, and assess performance. Opportunities for improvement are identified through statistical evaluation of performance.

To improve performance, long-term, mid-range, and short-term goals guide the integration of performance information and a TQM team structure. Long-term goals (7 years) bring intangible improvement goals into broad areas of action. Examples include: Establish TQM as a way of life; have all personnel participate directly in continuous process improvement. Mid-range goals (1 to 5 years) emphasize where major improvements are required. Examples include: Use TQM principles and practices in dealing with business regardless of whether it is school, business, industry, or government; establish a mature, functioning staff of facilitators for TQM. Short-term goals (1 year) specifically address targets or tasks. Examples include: Begin training and continuous process improvement activities; identify initial cadre of TQM facilitators and begin facilitating team activities and training other staff facilitators.

In all, TQM should become invisible to the total process within three to seven years after implementation.

Principles of TQM

Fourteen management principles are the cardinal points of TQM for achieving quality and excellence. They apply to large organizations and small; service, manufacturing, private, and government agencies. Most importantly, at the grass roots level, these principles also apply to the educational process. After presenting the general principle, an adaptation for education is suggested where appropriate.

1. Create constancy of purpose toward improvement: For the student, aim to become confident and competitive with marketable skills.

2. Learn that management is responsible to take on leadership to change: For teachers and administrators, learn that education is the flagship of change.

3. Build quality into the product in the first place. For the classroom, give frequent feedback with a variety of oral and written communications internal to each class and its students.

4. End the practice of award based on price tag or favoritism or the "good old boy" system. Be objective.

5. Forever improve quality and productivity, thus constantly decreasing costs.

6. Institute training on the job. For the classroom, require interface where student's work is dependent on interaction with classmates, particularly decision-making, problem-solving, and work flow.

TQM continued on page 11

BUSINESS EDUCATION AT CENTRAL MICHIGAN UNIVERSITY

The Graduate Program at CMU

The graduate program at Central Michigan University leads to a Master of Business Education degree. The goals of the program are to provide advanced specialized study for teachers of business subjects at all levels. Enrollees may also complete an 18-hour program for continuing certification.

The degree program consists of 33 semester hours of course work. Required core courses are: OIS 603 Curriculum in Business Education (offered summers of odd-numbered years); OIS 606 Evaluation and Measurement in Business Education (offered summers of even-numbered years); OIS 645 Integrative Office Information Management (to be offered Fall, 1990); MBA 648 Organizational Behavior and Change (offered regularly on campus and in Midland); OIS 790 or MBA 610 Methods of Business Research (offered regularly on campus and in Midland); and OIS 791 Independent Research OR OIS 790 Thesis.

In addition, at least two graduate level OIS courses, one of which must be an improvement-of-instruction course, must be included in the program. One business-related content course is also required. Electives of 3 to 6 hours, often chosen to complete the requirements for renewal of vocational endorsement, make up the rest of the 33-hour program.

Admittance to the Master of Business Education program requires a satisfactory score (minimum of 400) on the GMAT (Graduate Management Admittance Test) exam, an exam which assists in determining success in graduate-level courses; an appropriate undergraduate major or minor in business education; and completion of the undergraduate business administration core courses. This core includes content in accounting, business law and/or policy, economics, management information systems, finance, management, marketing, and statistics. Conditional admittance is granted to those who successfully complete the GMAT examination but who have not completed all or some of the undergraduate core courses.

Students who are enrolled in graduate programs at other institutions may enroll as guest students for courses in the College of Business Administration.

Enrollees will have an opportunity to complete graduate courses with ten or more uniquely qualified graduate faculty members. All of those who teach the education-related courses have had high school teaching experience.

Central Michigan University is the home of Gamma Sigma chapter of Delta Pi Epsilon. Upon completion of 8 graduate hours with a minimum grade point average of 3.0, graduate students are invited to join the honorary.

For further information about graduate education and summer, 1990, graduate course offerings at Central Michigan University, contact Dr. Marcella Kocar, Chairperson (517-774-3554); Dr. Helene Zimmerman, Graduate Advisor (517-774-3969); or Dr. Wells Cook, Vocational Education (517-774-3097). these individuals are eager to work with each student to develop a program that meets the unique needs of the student.

Business Education Update—'90
13th Annual Summer Conference
Central Michigan University

"Business Education Update—'90" is the theme of CMU's 13th annual summer conference June 27-28, 1990. Wednesday evening, June 27, 6:30-9:30 p.m. will be for Delta Pi Epsilon activities at the Embers. The banquet speaker will be Betty J. Brown, National President-Elect. Thursday, June 28, 8:30 a.m.-5:00 p.m., is the one-day conference featuring eight presentations and textbook and software exhibits. The exhibitors will host a conference-ending wine-and-cheese party. The conference will be held in the new Applied Business Studies Complex addition to Grawn Hall. The registration fee of $14.50 includes the luncheon. See the ad in this issue for details on how to obtain information about the conference.

BUSINESS EDUCATION UPDATE
13TH ANNUAL SUMMER CONFERENCE
APPLIED BUSINESS STUDIES COMPLEX
CENTRAL MICHIGAN UNIVERSITY
MT. PLEASANT, MICHIGAN
THURSDAY, JUNE 28, 1990

Course credit available by enrolling in ADS 597X, a 1-week course in Vocational Business Education Curriculum.
Conference fee of $14.50 includes lunch.

For additional information, contact:
Department of Office & Information Systems
305 Grawn Hall
Central Michigan University
Mt. Pleasant, MI 48859
(517) 774-3554

Paid Advertisement

A Position Statement by the Department of Office and Information Systems
January 1990
THIS WE BELIEVE ABOUT THE PREPARATION OF BUSINESS TEACHERS AT CENTRAL MICHIGAN UNIVERSITY

Preparing to become a business teacher at Central Michigan University is one of several professional choices available to students who wish to enter the teaching profession.

A desire to enter the teaching profession and to pursue the selected course of study implies that a student is willing to demonstrate a commitment to the highest ideals of the teaching profession. These ideals are characterized by high educational, moral, and ethical standards.

WE BELIEVE THAT students entering the business teaching program must make a commitment to society and to the concept of teaching excellence. To this end, students must be willing to dedicate themselves to the preparation which will lead to personal excellence. Students unwilling to make such a commitment should seriously consider alternative professional careers.

WE BELIEVE THAT becoming a business teacher requires a rigorous program of study in the content courses as well as in the professional courses in business and education. This process involves mastery of subject matter to attain more than the minimal requirements specified by the University.

WE BELIEVE THAT becoming a business teacher must include professional experiences in addition to student teaching. These planned experiences are designed to involve students in their professional organizations and to involve them in activities that will help them become aware of the reality of the business and educational workplace.

WE BELIEVE THAT developing professional knowledge, as stated by the Policies Commission for Business and Economic Education in Policy Statement No. 44, must include the "fundamental concepts of human growth and development; principles and theories of learning, instruction, and evaluation; historical and philosophical development of business education and its contributions to both general and specialized education; and the nature and scope of professional development."

WE BELIEVE THAT the business students who are going to represent Central Michigan University and the Department of Office and Information Systems as business teachers should be committed to the discovery and dissemination of relevant information promoting a high degree of literacy among their students.

WE BELIEVE THAT a strong business teaching program is one which emphasizes education as well as training. Education provides insight into the process and dynamics of a discipline where the student learns how to learn on a continuing basis. Training consists of drills at tasks which will be encountered frequently and are best performed in an efficient manner, as in the operation of specific equipment.

WE BELIEVE THAT the world economy will provide experiences of continuous and dramatic change. Being successful in business requires an awareness of these changes. Therefore, business teachers must stay current with business issues and trends to be effective in the classroom.

Individuals who consider entering teaching should plan on a long-term career in order to help shape the lives of others, to strive to make a difference, to develop the long lasting attitude that says "I care" about the future of all citizens. Because of this career commitment, **WE BELIEVE THAT** business teaching is an exciting and rich profession where helping others become successful is the ultimate reward.

TQM . . . continued

7. Institute leadership. The aim of supervision should be to help people, machines, and gadgets to do a better job. The supervision of management and workers is in great need of overhaul.

8. Drive out fear so that everyone may work effectively—objective reasoning with a solid foundation needs to replace subjective decisions, humiliation, and control by intimidation.

9. Break down barriers between people; work as members of the same team to foresee problems that may be encountered with the product or service. For the classroom, all students must learn to live and relate to others, especially their peers and persons in leadership roles.

10. Eliminate slogans, exhortations, and targets for the work force. Such exhortations only create adversarial relationships, as the bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the power of the work force.

11. Eliminate work standards by quotas. Eliminate management by numbers and numerical goals. Substitute leadership by example.

12. The responsibility of supervisors must be changed from emphasis on sheer numbers to quality and pride in workmanship. Emphasize the dignity, integrity, and ethics of quality work.

13. Institute a vigorous program of education and self-improvement.

14. Put everybody in the organization to work to accomplish the transformation to a commitment to quality and excellence. The transformation is everybody's job.

Conclusion

Business educators are the key to the challenge—theories are necessary, but, without successful application and real-life examples, classroom theories are empty. To be aware of the needs of business, to enlist other teachers, administrators, board members, parents, business and industry leaders, and parents as part of the team that effectively prepares ALL students for the challenges ahead; to combat attitudes that support mediocrity (as reflected by the student's question, "Why should you care about my spelling? You're not my English teacher.")—these are the challenges.

Without TQM as part of the educational process, we are setting ourselves up to fail—individually and collectively as a nation. Not utilizing to the fullest the talents and potentials that each individual possesses is the same as planting a seed and then never watering it, sheltering it and never giving it light. These talents and potentials relate to an individual's pride, their self-esteem, and their competitive spirit to do the very best they can individually and then in relation to the whole. These lead to attitudes of quality and pride in a way of life.

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North Central Business Education Association Board of Directors

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1990 MBEA Convention

At the left, 1989-90 MBEA President Mary F. Robek (left) hands the gavel to 1990-91 MBEA President Carol A. Johnson (right).

At the right, Outstanding Student Business Educators Rose DeGuilio-Donnelly (Eastern Michigan University), Melinda McKinley (Central Michigan University), Sherry Fain (Wayne State University), and Wendy Marek-Hawes (Ferris State University) with Dr. Carol A. Turner (seated right).

At the left, Evelin Van de Larre (center right) honored as MBEA Master Teacher - Secondary Education and Mildred Williams (center left) honored as MBEA Master Teacher - Post-Secondary Education with MBEA Awards Committee Chair Arlene Vlahos (left) and member Barbara Ley (right).

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